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REPORT OF THE SYLLABUS COMMITTEE*

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PROPOSING A COURSE IN SPEECH TRAINING AND PUBLIC SPEAKING FOR SECONDARY SCHOOLS

THE Committee has utilized in the preparation of this report the findings of all previous Committees of the ASSOCIATION on elementary, secondary, and normal shool problems and on college entrance. It has assimilated to its recommendations all pertinent resolutions and all principles which have had the official approval of the ASSOCIATION. It has conducted an extensive independent investigation, obtaining information from every State, from large and small city school systems, from selected schools

*A summary of the report approved and adopted by the NATIONAL ASSOCIATION OF TEACHERS OF SPEECH at Evanston on December 31, 1924, as an adequate outline of a syllabus or course of study to be recommended to secondary schools.

The Century Company has accepted the full Course of Study for early publication, the copyright to be in the name of the NATIONAL ASSOCIATION. The complete syllabus will include some thirty special articles on Aims, Methods and Approaches, covering the special phases of the work outlined in the report. This material, when edited and unified, will make a book of about one hundred and twenty-five pages, which the Century Company expects to be able to sell for not more than seventy-five cents. The Committee hopes to get its manuscript to the publishers in time to have the Course of Study available for this year's summer sessions. Teachers who expect to use any considerable number of copies should inform the Century Company so that their orders may be filled from the first printing.

and from individual teachers. It has made an earnest effort to have all sections of the United States contribute to this survey.

The Committee has had the coöperation of representative administrators—state, city town, and departmental—as well as the cordial assistance of a large number of specialists who accepted membership on the Committee. It has considered the various schools of opinion and practice both within the ASSOCIATION and without it. It has studied the situation from the point of view of the teacher of English, of the administrator, and of the college, as well as from that of the teacher of Speech and of Public Speaking.

The Committee has attempted in its recommendations to present a general program on which the whole membership of the ASSOCIATION may agree, and to formulate a platform of Aims, Standards, and Methods representative of the best practice of the profession. The report may thus be useful to teachers in colleges and universities as well as to the teachers and administrators of the secondary schools for whom it is primarily intended.

SUMMARY OF THE REPORT

1. The elementary school must do more of the effective work in general speech training. This responsibility is coming to be more generally recognized. The training of teachers is admittedly inadequate. Some states are planning effective measures for improving the training of teachers. Interest in improving defective speech seems greater than interest in developing normal speech.

SPEECH CLINICS. More clinics are needed for the treatment of cases of defective speech. That these are needed in colleges and normal schools as well as in the elementary and secondary schools is made clear by a convincing number of surveys. But the effective time for this corrective work is in the primary and elementary grades.

ORAL VS. SILENT READING. The Committee deplores the overemphasis on, or the misunderstanding of the function of silent reading which threatens to deprive the elementary schools and the junior high schools of their traditionally best established means of speech training—oral reading. There should be more silent reading, but there should also be more oral reading. The Committee would point out that authorities on methods in silent reading urge silent reading as a means to speedier and more effective acquisition of information. The materials for silent reading should therefore be in-

formative. The materials for oral reading should be those literary forms intended for oral utterance: the poem, the play, the oration, certain types of story, etc. A large field of literature therefore falls properly within the scope of oral reading. This type of speech training should be encouraged and developed, parallel to and coöperating with silent reading for information.

2. There is a practically universal requirement or assumption that from one-fourth to one-fifth of the total time for High School English be given to "oral English." The training of English teachers for this work is generally recognized as inadequate. There is hope of required speech training for all teachers of English. There is much informal professional interest. There is a distinct tendency to require that "oral English" be taught by teachers of English, rather than by special teachers.

PERTINENT RESOLUTIONS: "That training in the elementary matters of technique of the speaking voice should be a part of the preparation of every departmental teacher of English, and that we urge colleges to include a course of this sort among those required of students who are to be recommended as teachers of English; and

"That the National Council of Teachers of English favors the requirement by every teacher-certificating agency of reasonable proficiency in the oral use of our language, making a test in oral English a part of any examination given to candidates for teaching certificates." *Resolutions passed by the National Council of Teachers of English, November, 1923.*

"Oral English must not . . . . be set apart . . . . but . . . . must be considered as a vital, integral part of English, to be taught by the regular English teacher, specially prepared in conjunction with the rest of her work." *Quotation from a statement by the Supervisor of English, New York State Department of Education.*

3. Special high school courses in Public Speaking and Speech Training are encouraged in practically every State. In general these courses are elective in the third and fourth years. Owing partly to the recognized scarcity of trained teachers, both course and teacher must generally be supported by the individual school Often both teacher and course must be approved by the State Department if State credit is desired. There are numerous well established high school courses.

4. College entrance credit is granted on certificate by colleges and universities, generally by approval of individual schools and sometimes of specific courses. Other colleges would grant entrance credit if courses were better organized and teachers better trained.

PERTINENT RESOLUTIONS: A tentative outline of this report and Syllabus was submitted to a special Committee on College Entrance Credit for Public Speaking of the Association of Colleges and Schools of the Middle States and Maryland.

This Committee embodied its recommendations in the following resolution which was unanimously adopted by the Association on November 28, 1924:

"That the Association of Colleges and Preparatory Schools of the Middle States and Maryland recognizes the great importance of the subject of oral expression and recommends at this time that colleges which admit by certificate shall consider seriously the granting of College entrance credit to the amount of one-half or one unit to those schools which are able to satisfy Committees on admission that the courses in oral expression given at those schools are in content, time, and strictness of requirement on a par with other subjects for which credit is now allowed."

5. The courses recommended below are consistent with recommendations for increased training in oral expression made by such bodies as The Federal Bureau of Education, The National Council of Teachers of English, The National Association of Teachers of Speech, the Commission on the Teaching of English in England; with the recommendations of a host of civic, social, and professional organizations; and with the opinions of practical men of affairs.

They are also carefully correlated with the latest developments of similar work in American schools and colleges.

6. For the great majority of high school graduates who do not proceed to college such courses would be more valuable than many of the electives which are now accepted for college entrance. credit.

In spite of the increased proportion of students proceeding to college the high-school is still the institution of higher learning for the mass of citizens, and the graduates of high schools will do quite as much of the public speaking of the nation as will the graduates of the colleges. The importance of other types of speech training for this majority of citizens not reaching college is proportionately even greater.

7. The courses recommended have a content equal to that of other college entrance subjects. Similar courses are already well established in many city systems, in many individual high schools, and have the approval, if not the active support, of almost all state departments of education. A number of states are urging

schools which can afford them to introduce such courses. Private preparatory schools of high standing are at least as active in encouraging and supporting such courses as are the public schools. Class A universities and colleges allow on certificate 1-2 to 1 unit entrance credit for such courses.

8. The facilities for training teachers are improving. There are a number of colleges and universities where teachers may specialize in speech training or public speaking as adequately as in any other subject, proceeding, if they wish, to the Master's and Doctor's degree.

9. The Committee would point out that each of the courses recommended—and indeed the whole field—has an appropriate and worthy *literature* as well as an adequate technological content. In the case of the drama this is obvious. The growing interest in silent reading has somewhat obscured the fact that the materials for oral reading should be drawn from those masterpieces of our literature primarily intended for oral presentation. The literature of public address and debate is often entirely neglected, whereas it is rich and stimulating—indeed in the judgment of many critics it is the record of the only art in which *Americans* have really excelled. Courses in oral reading, public speaking, debate, and dramatics should utilize their literary sources and resources more than is now the custom.

COLLATERAL READING. **There are available collateral readings of appropriate content. Many are already recommended for optional reading and study in connection with English, History, Civics, and are admittedly better suited to courses in public speaking and speech training.**

The literature which is studied and *presented* will not only be better understood than any other literature read, but can only thus be adequately *appreciated.*

THE COURSES RECOMMENDED[1]

The Committee finds the following satisfactory third and fourth year courses in Speech Training and Public Speaking, from various arrangements of which high school students are profitably obtaining credit toward graduation and toward college entrance.

[1]**The descriptive nomenclature is intentionally somewhat loose and varied, being thus more self-explanatory. It is as "standardized" as the situation warrants.**

(B) Public Speaking or Speech Training ½ or 1 unit.
(C) Argument and Debate ½ or I unit.
(D) Oral Interpretation of Literature ½ unit.
(E) Dramatics; either (1) Oral Interpretation *or*
(2) Drama and Production ½ unit.

The Committee, however, recommends as a more desirable arrangement:

1. (A) A fundamental course in Speach Training or Public Speaking for the second or third year of high school, ½ unit followed by—

2. Electives as approved above in the third or fourth year:[2]

(B) Public Speaking ½ or 1 unit.
(C) Argument and Debate ½ or 1 unit.
(D) Oral Interpretation ½ unit.
(E) Dramatics; either (1) Oral Interpretation *or*
(2) Drama and Production ½ unit.

3. A school might offer (in addition to the fundamental course) one, or some, or all of the five possible one or one-half unit third or fourth year electives.

NOTE. These electives—B, C, D, E—should be offered only in the last two years of high school when pupils will have had sufficient training in English, oral English, current events, reading, history, etc., to allow the content of courses to be appropriately specialized.

Satisfactory work is being done and can be done in the *four* courses *B, C, D, E,* without the preceding Fundamental Course. In some states this seems the most practical administrative arrangement.

Various arrangements are possible; The Fundamental Course *A* followed by *B,* or *C,* or *D,* or *E* would comprise the soundest unit. When no fundamental course is given, *B* followed by *C, B* followed by *E, D* followed by *E-1* or *E-2* would be possible arrangements. In a school emphasizing dramatics and with proper facilities *E-1*

[2]Some other courses suggested and now being offered in schools of high standing,—Extempore Speaking, Story Telling, Phonetics, Parliamentary Procedure and Practice—the Committee believes should not be recommended in this report. These courses, however, are not disapproved. Some of their content and method would naturally be assimilated to the courses recommended.

and *E-2* would make a sound unit. (Certainly the teacher who teaches *E-1* should be able to teach *E-2*, and *vice versa.*)

With or without the Fundamental Course *A*, Pubic Speaking *B* or Argumentation and Debate *C*, could be offered as a satisfactory full unit course.

Any satisfactory one-unit arrangement could probably now be certified as a fourth unit of *English* to many colleges allowing four units of entrance credit in English.

General Outline of the Courses Recommended

I—Conditions and Principles Approved for All Courses.

1. The courses should be organized for regular *class* instruction under the "unit" system. "Rhetoricals," "assemblies," "plays," etc., may legitimately be products of, or parts of, the courses, but should be incidental to the regular classroom work. Courses should not be clearing houses for interscholastic contests in which the reputation of the school and of the teacher depends on the decision.

2. The teacher should have sympathy with the work; training in its methodology; fundamental training in phonetics, voice, pronunciation, and principles of expression; personal proficiency in speaking; habits of speech and pronunciation which will be a sound influence on his pupils.

3. The courses should improve the pupil's private speech and conversation quite as much as—or even more than—his speaking in public. They should also do quite as much to suppress bad public speaking as to promote good public speaking.

4. All work in oral expression should build on the speech of the *individual*—improving and developing, but not artificially standardizing it.

5. Voice, pronunciation, enunciation, phrasing, emphasis, and action, should be given attention in all courses.

6. Training in expression is apt to be futile unless an impulse to express or communicate is present. Therefore, subjects discussed, readings for background, in fact the whole plan of the course, and the conduct of the class hour should be studied with a view to developing *the desire to communicate.*

7. *Communication* as an underlying principle of spoken discourse includes the discovery of ideas, their selection, their ar-

rangement, their verbal expression, and their appropriate presentation through speech and action to secure a desired effect on the hearer.

8. The technical training of the courses should be based on the idea that the *standard* of speaking and reading, whether in private or in public, is essentially conversational, communicative speech, and that speaking or reading in public is a quite normal act.

9. The work of the courses should be carefully balanced between theory and practice—between the knowledge of "how and why" and the acquisition of personal *skill.*

10. Written work should be required in all courses, particularly written plans, outlines and analyses as a basis for oral work.

11. A suitable text or texts should be used.

12. Appropriate collateral readings should be required: (1) readings on method, problems of technique, etc.; (2) reading of types, models, etc.; (3) readings in the characteristic content of the forms of expression studied—the selections chosen combining interesting and typical subject matter with excellence of form.

13. There should be the usual preliminary and final examinations, either (a) oral, or (b) written and oral, or (c) written, with oral work certified as in modern language.

14. No pupil should receive final credit whose pronunciation of English is unsatisfactory, or whose speech is an ineffective means of communication. (The clinic, not the college entrance credit course must care for the subnormal and the defective.)

15. Not more than fifteen pupils should be assigned to each section, unless there is individual conference and drill outside the class period.

16. Where individual conferences and drills are a definite part of the course, the time necessary for them should be included in the teacher's regular schedule of teaching hours.

17. The outline of courses which follows is based on the assumption that a trained teacher is in charge. It is therefore a statement of aims, standards, methods and organization, not a statement of technological detail, or of daily marching orders.

II—THE FUNDAMENTAL COURSE: *COURSE A.*

"Speech Training" or "Public Speaking I."

Recommended for the second or third year: ½ (or 1) unit; to

provide (1) a foundation for advanced and more specialized courses, and (2) training for those who will not take an advanced course.

1. This course (as all others) should emphasize the fundamental aims of all work in speech training and public speaking: (a) The conception and effective use of speech and action as means of communication—as vehicles for ideas; (b) The development of the ability to discover through analysis, and to assimilate, the intellectual and emotional meaning of ideas, words and compositions; (c) The development of the ability to discover, select and arrange ideas, and to express them verbally, for the purpose of communicating through speech and action to secure a desired effect upon the hearer; (d) The improvement of the powers of expression through speech and action for the purpose of communicating ideas and emotions.

2. The method of the course should increase both skill and knowledge: (a) offering graded and varied experiences to lead the pupil toward the mental attitudes, processes of thought and uses of voice and body effective in communicating with those about him; (b) furnishing knowledge of the processes of communication through speech and action.

3. The standard of speaking should be that which is conversational, communicative; and the course should seek to normalize, improve and develop the speech of the individual pupils, avoiding artificial formality.

4. The work of the course should provide varied approaches to: (a) Correct and adequate thought and emotional processes; (b) Physical readiness for response to thought and feeling; (c) A lively sense of communication; (d) Improved speech.

5. Instruction and persistent drill in pronunciation, articulation, phrasing, emphasis, sentence intonation, etc., should continue throughout the course, with necessary corrective and developing exercises in breathing, in the production of voice, and in its control. All such drills and exercises should be consistent with the principles of phonetics.

6. The short talk (gradually developing into the simple speech) and the reading of simple prose and poetry should be both means to and products of instruction in the details of expression.

7. Prepared or extempore "class conversations" should also be used.

8. In the preparation of the original talks or speeches given the *plan,* the *full sentence outline,* and the *adaptation* of materials to the actual audience should be emphasized.

9. The prose and poetry selected for analysis and assimilation and reading aloud should present a gradation of technical difficulties, and should be of intrinsic literary merit.

10. Both written and oral work should be required: better speaking, better writing; better writing, better speaking.

11. The content and conduct of the course should be such as to arouse an impulse to communicate.

12. A variety of situations, projects, etc., should be arranged to develop *speaking,* and to enforce the conviction that speaking or reading to a group or to an audience is normal conduct—is based on normal, not unreal or artificial, standards.

13. Variations of the socialized recitation will promote the interplay of thought necessary to an understanding of the relation of speaker and audience.

14. The teacher must so conduct both class hour and personal criticism that natural and willing expression will be encouraged.

15. The teacher should know what has been done in Oral English, and should build on that work wherever possible.

III—PUBLIC SPEAKING: *COURSE B.*

Elective offered in the third or fourth year; ½ (or 1) unit.

Might be given without the recommended prerequisite—the Fundamental Course.

In either case, for principles and methods underlying this course and to be assimilated with it, see "Conditions and Principles Approved for All Courses" above.

1. The aim of the course should be the acquisition of a clear, direct, communicative, persuasive manner of presenting to an audience materials chosen and organized by the speaker according to specific rhetorical plans.

2. "Declamation," and "impersonation" may be used as means to this end, but skill in these is not an objective of the course. The pupil should learn to speak in his own person to the audience he actually has before him on a subject and in a situation real to the whole group concerned.

3. The forms of discourse chiefly represented in public address are (1) Persuasive argument, (2) exposition, (3) narration. The pupil might well be introduced to them in the reverse order.

4. The creative work of the course should be a development with variations of the short extemporaneous talk based on a carefully prepared plan and outline.

5. The functions of *speech* and *composition* outlines are not identical. Topical outlines suitable as sketches of articles to be fully developed in writing are not acceptable outlines for speeches. Speech outlines require *complete statements.*

6. After the student has had sufficient platform experience short memorized selections may profitably be used as a basis for detailed drill in delivery, but only after their full meaning has been realized and assimilated.

7. Ability to deliver a memorized speech with the spontaneity of impromptu utterance is an appropriate minor objective of the course.

8. Various forms of public address should be studied, composed and delivered, always with emphasis on effecting the several characteristic ends of public address on the actual class audience in the situation as it exists.

9. Assign problems involving different rhetorical solutions.

10. Readings in method beyond the text used, in models and in appropriate speech content might be selected and assigned.

11. Some speeches should be read, studied, outlined, and reproduced in class. (Some well edited collections suitable for high school use are available. See also recommended readings in English and History, State Syllabuses and College Entrance Board readings.

12. The *précis* method may profitably be used in summarizing the thought of class speeches or of assigned readings.

13. Platform manners and ease should be cultivated by definite instruction, by drill, and by various speech situations.

14. "Open forum" discusions with a number of speakers taking whatever position they wish on a given topic will be a better project in the class in public speaking than will formal "debates."

15. Open discussion of the subject to illustrate the social nature of thinking should be utilized to teach the need and to suggest

the means of the *adaptation* necessary to *communication*, interest, clearness, conviction or persuasion.

16. Freedom of discussion, stimulated by the teacher, is necessary to bring out the divergence of opinions, motives, and understandings which is the *raison d'être* of public discourse. Unless the study of public speaking quickens the pupil's realization of these divergences it is not a "humane" study and surely not a very "practical" one.

IV—ARGUMENTATION AND DEBATE: *COURSE C.*

Elective offered in the third or fourth year; ½ or 1 unit.

Might be given without the recommended prerequisite—the Fundamental Course.

In either case, for principles and methods underlying this course and to be assimilated with it, see the preceding sections, especially (I) and (II).

1. The course should aim to develop the logical faculties, especially in the field of opinion; to train in gathering, testing and arranging evidence; to give practice in brief drawing and in the writing of arguments; to encourage concrete and vivid rhetorical presentation of an argument; to afford experience and instruction in fair-minded discussion and in oral debate; to ensure some knowledge of parliamentary procedure.

2. Attention to effective speaking should naturally be constant.

3. Preparation for debate should be "scientific" but debate is a form of public address. The things which it is appropriate, convincing, and persuasive to *say* on the proposition depend on the speaker, the audience and the occasion.

4. The importance of lucid exposition as effective argument should not be ignored in the attempt to develop the processes of *conviction* and *persuasion.*

5. An attempt to utilize the social nature of thinking should be made at every stage of the argumentative process.

6. Exercises should present debate as a process of arriving at compromise, or assent to action, or of attempting to arrive at truth.

7. Library reference work and exercises in finding evidence and recording it accurately should come early in the course.

8. Collateral readings in (1) representative debates and (2)

in "current events" should form part of the work of the course. (Studies in the argumentative speeches and papers of Lincoln, for example, might be basic to the whole course.)

9. Drills in stating and explaining propositions, finding issues, briefing materials, planning the "case" (as distinguished from drawing the brief) should precede formal debating.

10. Writing the brief, and the plan of the speech drawn from the brief, and of the argument expanded from the plan will be incomplete unless carried over into actual *debate*. Debates conducted "on paper" between groups or individuals will often sharpen the tools of argument; time is needed for careful thought and accurate statements. (The teacher will remember "Sentimental Tommy").

11. Problems, on which no evidence is to be found in the library, should be debated. (Some local civic or school problem.)

12. Forensic as well as deliberative questions should be studied.

13. "Team" debates should not be over emphasized; there should be opportunity for individual responsibility, for individual conviction and interest, and for play of individual ideas.

14. The artificial clash of the "academic" debate may be avoided by "open forum" debates, and by three (or more) sided debates.

15. Carefully prepared and impromptu debates should alternate in some constructive progression. The memorized debate should be of high quality if done at all.

16. The *precis* method is recommended for reproducing debates or readings.

17. There should be some study of parliamentary law and practice under its rules.

V—ORAL INTERPRETATION OF LITERATURE: *COURSE D.*

Elective offered in the third or fourth year; ½ unit.

Might be given without the recommended prerequisite—the Fundamental Course.

In either case, for principles and methods underlying this course and to be assimilated with it see preceding sections, especially (I) and (II).

1. In its broadest sense oral reading has for its aim the realization of the cultural and humanizing possibilities inherent in the

best literature. To neglect oral reading in the study of literature, reading in which pupils are bent on the problem of expressing the meaning, is the neglect of those vital elements that are the secret of its power.

2. If thought and spirit are to be communicated, they must be possessed by the reader. Good reading implies, then: (1) The ability to analyze and understand the meaning of what is written; (2) Ready and true response to the thought; (3) The willingness and the desire to share thought and emotion with others; and (4) The ability to express these in natural, forceful and attractive utterance.

3. Without phrasing, inflection, subordination, emphasis, time, melody and quality of tone the reader cannot communicate clear thought and directed feeling.

4. Study of the pronunciation of English is more important in Reading than any other course outlined (except as Reading is a large part of Dramatic Interpretation). In the communication of the æsthetic feelings *pronunciation* is more important, than it is in communicating intellectual content.

5. The readings should be of literary merit. They may be selected according to different plans: (a) Variety of forms; (b) Historical sequence; (c) Unity in variety of subject; (d) Drawn from content of other courses so that the reading may be a definite instrument for other studies as well as a discipline in itself.

6. A number of suitable books of graded selections are available. See also lists of books and selections prescribed and suggested for literature classes of the various grades. (Bureau of Education Bulletin, No. 2, 1917; College Entrance Board Readings, etc.)

7. As the style or quality of reading desired is that of conversation at its best it will ordinarily be best to begin with simple prose.

8. Class assignments should outline definite problems of thought, imagery, and emotion.

9. Written analyses and summaries should be required.

10. Assignments should enable each pupil to have opportunities to interpret selections to the class as an audience.

11. The memorization of specific passages of poetry and fine prose should be required.

12. Each pupil should prepare and read to the class one fairly long selection.

13. There should be constant practice in reading aloud at sight.

14. Graded experience from informal to relatively formal situations will increase freedom of mind and body for expression.

15. The spirit of the classroom must encourage free, spontaneous true expression. Criticism should be directed to the problem of how best to interpret the literature read, that its meaning and spirit may be understood and enjoyed by all.

16. The solution of many of the most difficult problems in teaching oral reading depends on the ability of the teacher to read aloud *well.*

VI—DRAMATICS, 1 OR 2: *COURSE E.*

Electives offered in the third or fourth year—½ unit.

Two courses in dramatics are recognized: (1) Dramatic Interpretation, and (2) Drama and Dramatic Production. Either course might be given without the recommended prerequisite—the Fundamental Course.

In either case, for principles and methods underlying, in appropriately varying degrees, the two courses in Dramatics, and to be assimilated with them see preceding sections, especially (I) and (II).

For the purposes of this report a detailed discussion of these courses seems unnecessary.

Dramatics 1: Dramatic Interpretation

Recommended in preference to Dramatics 2: Drama and Dramatic Production.

1. The aims of a course in dramatic interpretation should be to increase ability to analyze, interpret and assimilate the emotional and intellectual content of drama; to enlarge the capacity for true and vivid emotional reactions which can be expressed through speech and action; to improve the agents of communicating this content orally and through unified patterns of physical movement.

2. Some elementary instruction in the theories of the drama and of the theatre should be given but as a necessary background only. (In Dramatics 2 the relations of content are reversed.)

3. The plays and scenes of plays chosen for study should be chosen from the best plays available in English—plays which will

widen the pupil's experience and improve his taste, as well as the instruments for developing his expression.

4. Require written analyses, etc., of scenes studied.

5. Study and drill centrally derived posture, movement, and gesture.

6. Alternate work on action with free and impromptu reading and rehearsal.

7. Provide both individual coaching and directed group rehearsal.

8. Each pupil might prepare a play for reading and read to the class selections from it.

9. Drawing plans and designs of settings, blocking out the movement of characters, drawing up property plots, collecting pictures illustrative of, and reports on, the milieu of plays assigned for interpretation, and other "notebook" work will tend to stimulate the imagination, and prove valuable training in accurate reading.

Dramatics 2: Drama and Dramatic Production

Procedure for Dramatics 2 has been developed in well established high school courses. Dramatics 2 is apt to be more popular than Dramatics 1 which is here recommended.

1. The study of representative plays, their theatre and staging, theories of dramatic and theatrical art, with practice in stage craft, and incidental presentation of plays.

2. A *well trained teacher* for Dramatics 2 is imperative. The executive faculty necessary to "put on" a play is common; *trained talent* needed to make an academic discipline of these activities is rare.

3. Work sketched under Dramatics 1, 9, will be more highly developed in Dramatics 2 and carried toward laboratory experiment.

4. The work of other departments, manual training, design, etc., should be effectively coördinated with that of Dramatics 2.

5. The stage and other facilities necessary to Dramatics 2 must be adequate for varied and high quality, though simple, practical demonstrations and laboratory work.

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FOSTERING ORAL ENGLISH*

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THE prominence given to the subject of Oral English in recent meetings of Teachers of Oral English in Chicago and elsewhere, the efforts of the National Speech Arts Association for several years to get Oral English installed as a regular course in preparatory schools and colleges, and the rather startling proposition now made to include Oral English as an entrance requirement, makes the subject of great current interest.

I shall resist the temptation to attempt to entertain you with specimens of "English as she is spoke" gleaned from my experience with students coming from various preparatory institutions. You could match my most interesting samples with others that would excel them. You know that a boy will write on his paper "I have gone," and say "I have went." You know that some college boys get good grades in English who use or misuse the language atrociously when they speak it.

The Germans have met this difficulty by making every teacher an instructor in German as well as in the specialty for which he is employed . An educated German has told me that as a result the German youth speaks two varieties of his language: the vernacular, when he is with his playmates, and almost faultless German when he is in the class room or speaking on a serious occasion. In our American Schools we expect the teacher of English to be responsible—if we fix the responsibility at all—for the oral as well as the written use of the language. Our text books like "Foundations of Rhetoric," by Hill, or "English Composition" by Wooley consider the subject apparently from the standpoint of written English alone, and we doggedly keep up this style of teaching in spite of the fact that the mastery of the written word is by no means a mastery of the spoken word. Professor Palmer of Harvard says in his little book *Self Cultivation in English:* "Through speech it is usually decided whether a man is to have command of his language or not." In another place in the same essay he speaks of the use of English as "a tool." The self evident fact that the man who can

*A portion of this paper was read at the Cincinnati Convention in 1923.

explain himself clearly and forcibly is almost in a position to command what he wants, makes it evident that any method of teaching English is faulty that does not have for its primary object the mastery of our language as "a tool."

I cherish the hope of living long enough to see the Departments of Speech in our schools and colleges take the subject to the mass of the student body in the form of teaching them to talk. Yes, talk. I say this in the face of the multiude of sayings to the effect that most people talk too much. I say it in defiance of such insinuations as that of Henry James, when he says "The voice of the American Woman, enjoying immense exercise, is lifted in many causes, but the last it anywhere pleads is that of its own casual interest or charm." If the college girl's voice is "enjoying immense exercise" already, I ardently desire to see some of its activity changed from chatter to real talk. But instead of talking too much, I believe that most people do not talk enough. We read too much and talk too little.

At the breakfast table we read too much and talk too little.

In the acquirement of knowledge we read too much and talk too little. Oliver Wendell Holmes used to say that he had to talk to find out what he knew. If students would talk about their subjects with each other there would be fewer failures amongst them. That is one reason why the student in the professional school ranks higher than the academic man. If you see a group of students earnestly discussing their studies you may be quite sure they are professional men, Law, Medicine, Theology. If a group of Academic students is discussing anything it is likely to be athletics, or a dance or girls.

And in the everyday walks of life we read too much and talk too little.

Now good talk is never mere gabble. Some of the society buds in my section of the country have somehow conceived that charm in conversation consists in continuousness. Never allow the conversation to lag sufficiently for your young man caller to begin a remark. Let him say "yeah," and "Uh huh" and "nix" and "you bet" and "sho nuff?" and "good night!" and "hot dog!" now and then, but never allow him to utter a coherent remark. That would be fatal. Oh, why will people be so ignorant of human nature. Why will not girls learn that if they want to make a favor-

able impression on the average man, they must draw him out and listen with undisguised admiration. I haven't had as rich an experience in calling on young ladies as most men. There are several reasons, the main one being that I failed to get invitations. But I found a girl in Boston once who understood me. She got rid of the chaperones in some mysterious but effective manner, then fed me, and then encouraged me to talk. I expanded. She listened attentively, almost adoringly. I thought of Othello and Desdemona and wondered if she would murmur something to the effect that she wished Heaven had made her such a man. She didn't, but nevertheless I took my departure to walk on air to my distant boarding place. The second invitation never came. If I had known enough to lead that girl on to talk half the time, things might have been different. I did not know how to talk.

The Preparatory School boy who does know how to talk, who expresses himself in good English, who is more ready than the average to speak a fitting word when occasion arises, is soon regarded by his fellow students as a leader and is usually chosen by them for positions of honor. When he goes to college this ability is quickly recognized, and he becomes President of the Freshman class or receives some other position of power and influence. Nor does the advantage which ready speech gives a student stop with his academic course. A prominent professor in one of the colleges of the middle west wrote me a short time ago that when his college applied for a fellowship in Columbia University for one of its graduate students, the officer in charge asked particularly about the ability of the candidate in the matter of public speaking. He said that where the equipment of applicants for a fellowship was equal in other ways, preference was given to the man who could speak well in public. If there is any one thing for which the student should strive both in preparatory school and in college, it is the acquirement of a fluent, forcible and effective use of Oral English.

But how can this be done? "Aye, there's the rub." The suggestions which follow may not be practicable in all circumstances, and very likely will fail to be entirely satisfactory in some places where they are practicable, but I think they are worth considering.

I. THE HEAD MASTER OR DEAN SHOULD INSIST THAT EVERY INSTRUCTOR TEACH TWO SUBJECTS: HIS SPECIALTY, AND ORAL ENGLISH.

The student should be required to use acceptable language in demonstrating a problem in geometry, in reciting his history lesson, and above all in translating a foreign language into English. Instructors should be required to report any deficiencies in the use of oral English on the part of the students under their charge. Professor Clark of Northwestern University used to request all teachers to send him examination papers or other written exercises that showed deficiency in written English, and I do not see why teachers can not report in the same way deficiencies in Oral English.

II. A COURSE IN ORAL ENGLISH MIGHT BE INTRODUCED EITHER AS A SEPARATE COURSE OR AS A PART OF ONE OF THE REGULAR ENGLISH COURSES.

A simple way to begin such work in a preparatory school is to adopt the dramatic method of teaching the book you are studying —*Ivanhoe,* for instance. The story is rich in dramatic incidents, easily reproduced without cumbrous stage setting or unattainable stage properties. Gurth's encounter with the robbers—followed by his bout with the miller—will intensely interest the average boy. The archery contest usually awakes enthusiasm. When the bedridden Ivanhoe questions Rebecca concerning the progress of the attack on Front de Boeuf's Castle it would be hard to decide who are most interested, the performers or the listeners. The trial of Rebecca before the Grand Master of the Templars is another easily dramatized incident. Few of the scenes are without interest in the doing as well as the seeing, and pupils who have sat at Cedric's board, or watched the archery contest at Ashby will scarcely make the answer that two Iowa girls made to their father who was giving them a trip through Scotland after their graduation from High School. He took them to the places made famous by Scott and Burns, and was disappointed when they showed so little interest. "We got enough of Scott and Burns in High School," they explained, and apparently spoke the truth.

In these dramatic exercises the most diffident and backward student is reachable. A boy who can scarcely be persuaded to say that his soul is his own will consent to act as messenger. After he finds that no disaster follows his spasmodic utterance, he will accept

a small speaking part, and very likely by the time the year is ended he will be willing to take his turn impersonating the more important characters.

Directly connected with the English lesson should come the daily exercise in reading aloud. Professor Edward Dowden in his *New Studies in Literature* says: "Few persons nowadays seem to realize how important an instrument of culture may be found in modest, intelligent and sympathetic reading aloud. The reciter and elocutionist of late have done much to rob us of this which is one of the finest of fine arts. A mongrel something, which at least with the inferior adepts is neither good reading nor yet veritable acting, has usurped the place of the art of true reading aloud, and has made the word 'recitation' a terror to quiet folk who are content with culture and refinement." Let each student read a few lines, a completed thought whether or not he gets the thought of the author, and express both thought and words as if they were his own. A boy or girl so trained may, in after years he able to preserve in the household the old time practice when one was asked to

> Read from the treasured volume
> The poem of thy choice,
> And lend to the rhyme of the poet
> The beauty of the voice.

If a special course in Oral English is possible such exercises as the following will be found very helpful.

Let each student describe the Perry picture which has been given him so that his fellow student will have some idea of its general appearance, and if there are not too many to recite, they may be put to the test of selecting the picture he described from the general collection. A few helpful suggestions from the teacher concerning things to be looked for in a picture, such as composition, drawing, light and shade, and perspective, will soon enable the average boy or girl to add a little simple criticism to the merely descriptive exercise. As the course progresses, accounts of ball games, parties, picnics, and other sport may be called for. The better students might sometimes give such reports extemporaneously. Oral reviews of books, magazine articles, statements of public questions of the day, and exercises of like nature, are all usable. The best of all, however, for drawing out "buttoned up" people is to let the student select his own topic, mount his personal hobby and ride. Mr.

Monroe of the Bryant High School in New York relates how one boy who seemed hopelessly dull and unable to make a satisfactory recitation with any topic assigned him, was accidentally started one day on a discussion of Napoleon, and occupied twenty minutes before he was stopped. After that his improvement in Oral English was remarkable because of his discovery that he could talk if he only had something to say. The teacher discovered the kind of subject on which to start him, and it was comparatively easy after that to get him to talk well on other subjects than those in which he was particularly interested.

III. MY THIRD AND LAST SUGGESTION IS MADE WITH TREPIDATION: ORGANIZE AN AID SOCIETY.

There is no doubt that the Ladies Aid Societies are of great benefit to the work of the church. I believe that an Aid Society, or whatever you might call it, would be of equal benefit to a preparatory school or college. It should have an attractive name such as "The Cloister Club" or "The Round Table" or something that sounds pleasant. The permanent membership should include the wives of the faculty members and any women members of the teaching staff, a few socially prominent women of the community, and such men as might be selected in case it was thought advisable to include any men in the membership. These permanent members should elect the student members on the basis of merit. It might be well to limit the number of students who could be elected in any one year and perhaps to designate the class from which they should be chosen and the time. The club could meet once or twice a month, the officers being careful that the company invited, and the entertainment and refreshments provided should all be such as to render membership and even an occasional invitation a much desired honor. Twice during the year receptions could be held for the Freshmen and Sophomores either together or separately as the size of the institution might necessitate. Each student would have his name card on the lapel of his coat and the club members could get their line on the new students as to general culture. At the time of election to membership, the candidate should of course be in good standing in the institution both as to scholarship and deportment, but this would be one honor—and a much coveted one in my opinion—which would be based mainly on good manners and conversational power.

I will not undertake to estimate the value of such a recognition in helping a student to get a start in the business or professional world; let it be sufficient to say that the great concerns offering opportunities to young men are inquiring more and more into the applicant's ability to meet people and leave a favorable impression.

Now such an organization as that which I have indicated would require some work, some expense, some devotion to the idea on the part of certain leaders; but I am thoroughly convinced that it is feasible and that it would pay.

One thing is certain: The subject of Oral English is receiving much and increasing attention in educational circles. We who are teachers of the spoken word should lead in fostering it and in devising ways and means to increase interest in it. We may not be able to agree on a definition of the term "Education," but most of us feel that whatever else it may do for a man, it should civilize him, cultivate him, humanize him, make him more of a gentleman. Ralph Waldo Emerson, that thoughtful New England master of our language, went further than most of us are willing to go in his estimate of the value of a gentlemanly appearance and effective command of oral expression, but he was right in the main and this paper can well close with his words:

> What boots it thy virtue,
> What profit thy parts,
> If one thing thou lackest,
> The art of all arts;
> The only credentials,
> Passport to success,
> Opens castle and parlour,
> Address, man, address.

DEBATING FOR EVERY PUPIL

I. D. PERRY
Los Angeles High School

DEBATING for every pupil! This was the proposition with which the principal and vice-principal of the Los Angeles High School approached the writer of this article in the fall of 1911. Previously two and a half years of English had been required for graduation. My reply was that it could be managed, and could

most profitably be placed in the pupil's fifth term. Since that time every graduate of the Los Angeles High School has had instruction in public speaking for two days a week throughout one term, and that instruction has been mainly in debate.

What were the results which the principal and vice-principal expected from such a course? Here are their ideas on that subject:

The principal felt that pupils should acquire a sense of their power to find out the facts on a subject of interest to them, and so combine and arrange the facts as to form independent judgments; should feel back of forms of procedure in securing facts and arranging them a sense of the mind's power to work independently, to take initiative and reach conclusions that they themselves could trust. The vice-principal thought the purpose was to develop a power to reason on ordinary affairs, historical affairs, and civic affairs; to get a sense of the necessity of reasoning, of the fact that opinions and convictions require proof, of the fact that it is necessary in a democracy to be able to express opinions, and to convince fellow-members and fellow-citizens.

I will confess that my ready assent to the proposed plan was partly due to the good affects that appeared likely to accrue to interschool debating and oratorical contests, in which I was interested. Deeper, however, was the conviction that debating was a valuable, and almost a necessary part of the training of a citizen. It may be of interest for me to mention that the results achieved have been of the more strictly educational sort. No increase in interschool victories followed the widening of the course. Previously debating had been taught in special elective classes. These, however, were gradually eliminated, the pupils being apparently satisfied with what they got in the required courses.

Before attempting to answer the question whether the results sought have been attained it will be proper to consider what methods have been used, and what modifications have been made as a result of experience.

The most important step to be taken was the selection of teachers who believed in the new requirement, who would therefore test it carefully, and bring their own ingenuity and enthusiasm to the service of the plan. This was done, and an important part of the success gained was due to the liking felt by the teachers for the

work. Ordinarily a teacher was given two sections of the B-11—so we designate it. This gave a basis for comparison of two groups, a class and a control class, as it were, and did not force satiety upon the teacher.

At first no text book was required other than the regular rhetoric used in the school which always had a chapter or two on public speaking and debate. With a study of the elements found there, or the necessary presentation of the groundwork by the teacher, the pupil was ready to begin to make speeches on topics of his own choosing. Lists of debating questions were prepared and placed on the bulletin boards and pupils were encouraged to select their own questions and sides, and to choose their team-mates. It was recommended that a beginning be made with informal talks, followed by individual arguments, and later by team debates. Sometimes three pupils were grouped in each team; but each pupil was to have at least two debates on teams of two, in which he was to speak nine or ten minutes. Since the number of pupils in each class varied from twenty-eight to thirty-two, and since each debate took an entire period, it is easy to see why the term always seemed too short.

The exact order of the subject-matter, and the topics to be used have never been rigidly prescribed. Some teachers have always preferred to begin with debating at once, and have been permitted to do so. Occasionally a little time has been filched from the days set for literature, and one teacher who was specially interested in debate was permitted to take three days a week instead of two.

The study of literature to parallel the oral course has been poetry for the first ten weeks, and prose for the last ten weeks of the term. Tennyson's "Idylls" have been taken first, then some of Milton's shorter poems, and usually Dryden's "Alexander's Feast." These and such supplementary verse as the teacher should suggest or supply, could be used to enforce the truth that an argument should be mixed with imagination. The bane of the serious, literal-minded debater is bales of facts, massed heavily, and unillumined with jest or apt comparison or illustrative story, and unadorned with literary, especially poetical allusions. The prose has been Lowell's "Democracy," rather heavy in style, but filled with the high seriousness and sense of duty that characterized the early

days of our country, or Huxley's "Piece of Chalk" and other essays, and following one or both of these a collection of orations ranging from Demosthenes to Taft and Wilson.

With a course so flexible and responsive to the interests of the teacher, and so adaptable to the needs of the class, it will readily appear that no change of fundamental plan has been necessary. There has been no rigidity to break, and no dissatisfaction to allay, unless a teacher became tired of public speaking in itself; in such case the remedy, easily applied, has been to give her other work.

While the general plan of work has remained the same the content, of course, has been changed with every term. New questions that arise with the changing times, and the changing interests of the pupils find their way at once into the suggested list of propositions which is rewritten each term, a list that may, not must, be used.

This plan has now been in use long enough for results to appear if it is capable of producing any. An attempt to canvass the situation yielded these expressions: The principal observes a growth in power to reason, to reach a conclusion independently, and in a sense of personal agency in the intellectual exercises in which the pupils are required to take part. The vice-principal finds that the pupils after taking the course are clearer and more terse in expressing their ideas when they come to the office.

My own observations need a word of explanation. It so happened that before last term I never taught the B-11 oral composition and debate. Before then my observations were made from the outside. Last term, however, I took two sections. One was composed of pupils of a high level of intelligence, the other of pupils of about the usual development, nimble minded, but immature. In both I found a readiness and adaptability to debate that surprised me. It seemed as though I did not have to teach them how to marshal facts and opinions. It was as if they had an instinct for it. The latter class did not delve very deeply into their questions, but a good deal of solid material they obtained from somewhere, and they used it with what to me was surprising effectiveness. The former developed a gratifying degree of thoroughness, originality and cleverness in presenting their rival contentions.

A teacher who came to us last fall from a three years' study of

literature and of education in Columbia University commented as follows: "Debating seems to me an excellent medium for teaching public speaking because of the student's interest in it. From my personal observation I can see that it trains for leadership, and also gives needed practice in seeing both sides of a question and judging without personal bias. I believe it to be invaluable in developing tolerance of the judgment of others."

Our school psychologist, who is also an English teacher of wide experience, tells me that the course shadows back upon the previous year, that pupils acquire, largely unconsciously, a debating sense, which is felt in their class rooms and in their outside activities. A trained teacher of expression who came to the school a year ago considers it one of the most valuable courses in oral expression she has ever found, the freedom, the variety of material and manner of handling and the stimulus of contest all combining to give the pupils a sense of "running things" to which they respond strongly and enthusiastically. Another teacher finds that it promotes good sportsmanship, also the ability to find material for proof; and still another finds that in addition to the ability to find relevant material, and to speak in systematic fashion, it promotes interest in discussion, and open-mindedness.

From all this accumulated data I think I am safe in concluding that the course has functioned, has been felt in a marked degree in the mental lives of the pupils, has made them less rash in conclusion, more ready to seek for the facts in any given case, more ready to form their judgments thoughtfully, and to trust those judgments once formed. It has also given them a sense of power to help themselves in the complex currents of modern life. They have derived from it a sense of freedom and adequacy which they could gain from no other course of instruction.

What changes or additions does this long continued experience suggest? For one thing it suggests the value of a handbook of debating for study and reference. Good ones are obtainable, and elaborate and highly detailed ones are unnecessary. It suggests emphasis on careful briefing; also the value of having long lists of questions for discussion, many of which the pupils themselves should furnish, and from which they should generally choose, choosing also side and team-mate when practicable; also the value of a parliamentary organization of the class, a measure thoroughly

congruous with the whole spirit of the undertaking. Most of all it suggests the need of ample and varied source material. Of this we have never been able to get a supply at all adequate to our needs. When six hundred wide-awake pupils go a-gleaning they clean up a large field. An interesting tendency has been that of having judgment of the debate by vote of the class, which is coming to predominate over that of having select groups of judges.

Required debating for every pupil comes as near enjoying the unanimous support of teachers of the English department, of the other departments in the school, of the pupils, as can be hoped for in this world of diverse opinions, which the art itself helps to develop and perpetuate.

THE MODERN HIGH SCHOOL DEBATING SOCIETY

RUTH E. HUSTON
Northwestern High School, Detroit, Michigan

DOES the High School debating society still exist? This was the question asked by one of the faculty of the Public Speaking Department of the University of Michigan during a heated discussion at the Michigan Schoolmasters' Club in Ann Arbor last spring.

Most assuredly it does—both as a pleasure and a necessity.

Central High School, which is the oldest in Detroit, has three debating societies which meet weekly. One of these, "Webster," has been organized for twenty-five years and boasts a long list of distinguished alumni. This society stages an annual oratorical contest of considerable importance, has debates with the clubs of other high schools, and conducts annually a "Model Meeting" which is open to visitors and which is splendid evidence of what high school students can achieve in organization, public speaking, and a knowledge of parliamentary law. Northern, another of our large high schools, also has three societies devoted to forensic achievements. Highland Park, one of the suburbs of Detroit, has in its high school the Highland Park Congress, an organization of forty members who meet weekly for debates and parliamentary drill. In the latter activity they show such skill that one of their chief pleasures is to invite another high school debating society over for the after-

noon, engage with them in a contest in parliamentary drill, and walk away with all the honors. However, the bitterness of defeat is sweetened by the good things which they serve their defeated guests after the fray.

Our own high school has a debating society which was organized three years ago, after some of our boys had attended a model meeting of Webster Debating Society. "Lister," the name which they chose, bears witness to the spontaneity of the venture. After a long and wordy consideration of "Lincoln," "Webster," "House of Representatives," "Senate," various Greek letter combinations, and all the other traditional forensic organization names, they decided that only one name would suffice, that of the man who donated the "Sherman W. Lister Cup," the beautiful trophy which goes to the winner of the city debating championship in Detroit. Thus Lister Debating Society was organized because the students themselves wanted it, and it was named to suit their particular desires.

Lister started with a charter membership of twenty which quickly rose to thirty-five, the number which was set as the maximum. As in most clubs in our school, the members include both boys and girls. The qualifications for membership are a definite interest in debating, and passing marks in all academic subjects. If a member fails in one subject, he is temporarily suspended. This is a higher standard of scholarship than exists in any of our other school clubs with one exception, and I cite it as an example to show that the boys and girls who care about debating and debating societies are usually high in scholarship.

The purpose of Lister as its members expressed it in their constitution is five-fold: first to keep the Sherman W. Lister Cup at Northwestern; second, to promote interest in debating at Northwestern; third to give more students an opportunity to debate; fourth to acquire some experience in parliamentary procedure; and fifth, to afford opportunity for those interested in debating to know each other socially.

Our debating society has achieved its first objective by helping to keep the cup at Northwestern the past three years. They have promoted interest in debating by holding joint meetings with other school clubs, by making debate posters, giving debate speeches, selling tickets for the city debates, and sponsoring debate rallies. On several occasions our Listerites have paid for the programs

for our big debates. In college the printed program may be accepted as a matter of course, but in high school it is evidence of genuine interest on the part of the students.

That the third purpose, that of affording more students a chance to debate, has also been fulfilled is revealed by the fact that each semester six or seven Lister programs consist of serious debates. There would be more, if the society could meet each week, but we have a school ruling that no club shall meet more often than every two weeks. Last meeting we had a splendid debate on the ratification of the Federal Child Labor Amendment, which was particularly timely inasmuch as the question is being discussed by our state legislature at this time. Other propositions which the program committee has chosen for debate this term are: Resolved, that high school sororities and fraternities should be legally permitted in Michigan; Resolved, that prohibition should be better enforced in Detroit; Resolved, that Detroit should protest the Chicago drainage canal; and Resolved, that the United States should join the World Court.

For variety, the debates are alternated with an oratorical contest, a heckling contest—how they love it!—a mock trial, and some parliamentary drill. Once a year Lister makes great merriment over a faculty debate when its two faculty sponsors and two other instructors indulge in a humorous forensic contest. This year we afforded the students amusement by a humorous debate on: Resolved, that women teachers are better than men.

Last term Lister invited Highland Park Congress down for a debate on the question: Resolved, that Detroit should annex Highland Park; after the debate refreshments and stunts afforded a pleasant social hour. Too much can not be said for the broadening influence of such contacts with the students of other high schools, and for the value of friendships thus formed to debating. From these joint meetings which we have each term real friendships have developed. Moreover in this way the proper debating spirit is created. Boys and girls who in one hour are fighting each other vigorously on the platform, and in the next are chatting with social grace are being trained to realize that debating fosters friends, not enemies, that it promotes good-will, not hatred.

Another important part of last semester's program was our initiation banquet, at which the toasts would have done credit to a

college society. Enthusiasm for Lister is further evidenced by the fact that fifteen alumni came back for the occasion, in spite of the fact that many of them were away at college.

It was last semester also that Junior Lister was organized. Only students in the tenth, eleventh and twelfth grades are eligible for membership in our society. The demand for a chance to debate grew in the ninth grade, until Lister volunteered to sponser the Junior Club. This big-brother work is proving very beneficial to both groups, and is developing for the school some young debaters who might otherwise be lost in the shuffle of crowds, big classes, and a large system.

Finally, Lister Debating Society has also lived up to its fifth purpose, that of affording opportunity for those interested in debating to know each other socially. Several steak roasts are held each spring and fall, and the annual picnic in June is an eagerly anticipated event for which many alumni return. The club has two meetings each term which are strictly social. For these a humorous debate is usually scheduled. Al Jolson never succeeded in making one laugh more than I was compelled to do last term when four of our boys debated the question: Resolved, that the waddle of the duck is more æsthetic than the strut of the turkey. Absurd nonsense? Yes. But a most agreeable outlet for all the humor, wit, and sheer cleverness which can not always be used in a serious contest.

The eight high school debating societies of which I have personal knowledge are vigorous, flourishing organizations. However, this does not mean that there are no dangers to be avoided. There are at least three that are always present. First, there is the omnipresent evil of the wrong type of members. It is not always easy for a society to choose between those members who have a real interest in debating and those who want to join for the sake of adding to their popularity list. The publicity seeker will ruin any organization. Your debating society should drop him as soon as his motives are detected.

The second danger is that of going to extremes in the matter of programs. In every school debating society there is always a minority who want every program a serious debate, and who want parliamentary drill conducted at *every meeting* with class-room precision. On the other hand, there is always the other minority who

want five-sixths of the program humorous debates and mock trials. Because of these two groups, a wise president will select the program chairman and committee with care. Either extreme can kill interest in the liveliest debating society ever organized. Interest is maintained by variety, and by balance in the arrangement of programs.

The third danger is that of too much faculty advice. As a faculty sponsor you may long to have a certain proposition chosen for debate, a certain member elected president, a certain prospective member voted down, but you must not voice your desires, unless you are invited to. After all, the debating society is the students' own personal property, not yours. They resent a faculty dictatorship, and rightfully so. Give advice only when the debating society asks it, and very soon you will find boys and girls seeking you as their guide and oracle. Do not be a dictator; be a friend.

By promoting school interest in debating, by giving more boys and girls a chance to debate, by giving them the fundamentals of parliamentary procedure which they do not seem to get otherwise, and by promoting social relationships among the debaters, I have found that the high school debating society plays a most valuable part in our debating program. As a teacher and as a debating coach I am indebted to the society for the opporunity of knowing more intimately than I otherwise could have done prospective members of our school debating teams. Lister has tested their dependability, their ability to work with others, and their debating skill long before they try out for the school team.

For these four sound reasons a debating society has an important function to fulfill in every high school that is large enough to support a club of any kind. Yes, in answer to the gentleman from the University of Michigan, the high school debating society still exists. Moreover, it exists in very good health with the promise of even greater success in the future.

AT THE SUMMER SESSION

CATHERINE L. FIELDS
Santa Rosa High School

A glance however cursory at the department of Public Speaking in college and university finds many workers trying to search out the laws which govern the phenomena of speech, and to reduce their inchoate material to system and unity. Working freely in their different fields, professors in these institutions are discovering and creating. Even the high school teacher of Public Speaking is a sort of minor Plato, Copernicus, Columbus, not to mention others whose souls go marching on. Nor is her work of less importance than that of the college professor. She too must choose her material, fix her aims, and adapt material to purpose. Moreover, she does not work unhampered. Unless she is in a school paradise, as Mr. Stratton calls the City of Angels, she will probably have to peruade a gainsaying principal and superintendent and all the sisterhood of the English department that her aims are worthy, her methods efficacious, and her knowledge of the subject matter adequate.

We high school teachers realize that we know little enough of the subject matter. Small wonder, as it is intimately bound up with so many of the sciences, with all literature, oratory and drama. The high school teacher cannot specialize. She cannot stop with a knowledge of the bodily mechanism of speech, or the psyhcology of sound and movement, or the field of literature, or stage technique, or the principles of rhetoric. Out of this great variety she must achieve a synthetic unity.

And we must keep in touch with the original investigators. We pack our "twenty bokes" and enroll at some Summer Session. Behold division, specialization, the doctors differing on what should be emphasized, even in a single course. One group emphasizes the intellectual appeal, another rallies around the emotional. Final *r* and intervocalic *h* become matters of grave import. However, our choice must be made. We plan our schedule.

One course in Public Speaking takes us first to the physics laboratories, in pursuit of the principles which govern the delicate nuances of sound. Another day the professor deftly carves the laryngeal apparatus of Monsieur le Veau, and calls his stiffening muscles hard names.

We place ourselves under the ferule of a brilliant professor of literary interpretation, whose system offers a simple solution of the problem of elucidating by means of the voice the best that has been thought and known in the world. He has revived an ancient method. We are stood up in a row with other malefactors, to read, and brow-beaten into agreement with the professor that a particular word should receive the sledge-hammer vocal blow. If we do not hit the right word we have to sit down! In this course Emphasis is alpha and omega.

We enroll with a celebrated critic of the drama who is also an authority in the producing and directing of plays. Listening to his easy, cultured phrases as he discusses the problems to be met by the director, we feel that in our small way, blindly and with much muddling, we too have been working out some of the same solutions. Our self-respect is retrieved—following the ignominy of having to sit down! By illuminating criticism of modern plays, and illustration of technique as it concerns the manifold arts of the stage of today, the lecturer impresses upon his hearers the fundamental principle which alone can produce worthy art, namely, Sincerity.

The six weeks come to an end. With a few books added to our store we return to our own work-shops, to take complete stock and revise our course in Public Speaking. What new things from the Summer Session can we utilize?

This is the question I am asking myself. As an adjunct of the English department in a senior high school of six-hundred students, my Speech program is limited to one course, a class of twenty seniors, five periods weekly, two semesters.

Because the interests of this class are always as varied as the types of speech, in trying to adapt the course to their wants, I make attempt to cover the whole field. Woolbert and Weaver's "Better Speech" is used as a text-book, chosen for its interesting and simple presentation of leading principles and for its interesting and varied exercises. In class criticism students are held to exact use of terms, according to the definitions agreed upon, and in final examination

they are responsible for clear statement of the principles and leading problems of Public Speaking. Only good workers now elect this course. It is not considered a refuge for those fair beings who toil not, neither spin, or for heroes of the foughten field who gotta git away with some credits against graduation.

Little time can be given in this class to voice training. Fortunately for our purposes few elect the course who have serious defects of voice. I am sure, however, that in this brief time I can now accomplish much in voice improvement, thanks to the course which utilized the science laboratories. The calf's larynx in the hands of Dr. Merry was a humble instrument for illustrating the mechanism of the voice; and the apparatus of the physics department established the principle that resonance is the characteristic of tone upon which the reader and speaker may chiefly rely for the most widely varied intellectual and emotional responses. I shall now be able to diagnose faulty voices, quickly, to say "Thou ailest here, and here," and to prescribe the remedy. How valuable is such a course!

In this class of mine, language receives considerable attention, as related to voice on the one side, to thought on the other. Now, having in mind that one-idea course at the Summer Session, I promise myself that I too will harp on the one note, with my mindless readers, until they shall apprehend, and interpret with the voice, as far as emphasis can do it, the nice inter-relations of ideas which the author has expressed in carefully adjusted phrase and well-proportioned sentence. If one must be feruled into realization of the importance of oral reading as the sure means of determining a student's appreciation of the architectonic values of English literature, then the ferule method was good for my soul. My students shall profit by the discipline which I underwent. Nay, I hold cheap the strain. Why not, indeed, employ the method? I like well that story of the English public school boy who wrote begging his father to let him come home. "Every boy in school has kicked me," he whined. Shortly it was a different tune: "Dear Father: I like this school fine. A new boy came today and we've all kicked him." I will consider the method.

Informal and formal address, including debate, receive the most attention in this high school course, but not feeling the need of new suggestions in this part of the subject I took no courses in

it at the Summer Session. Work in Dr. Woolbert's class, at a previous session, has proved sufficient, thus far.

It was in the class just referred to that I adopted fully the "total bodily activity" theory of speech origin. This scientific basis of speech seems to justify the time which my class devotes to dramatics. It should require no justification—it is its own excuse for being. Besides, the play as training for all forms of Public Speaking is recognized by teachers of expression. But behavioristic psychology clinches the matter, and gives to high school dramatics that utilitarian aspect which to our final arbiter, the "hard-headed business man," is, in Dickens phrase, "board and lodgin'." Now we can carry on in dramatics with a conscientious feeling that we are serving future fellow-townsmen in their rotations and other business activities. The finer arts, like women, have achieved their present degree of emancipation through faithful service to somewhat dull masters.

Therefore I had no scruples about entering a class in drama at the Summer Session, especially as the course was catalogued under English. I was going about the serious busines of life, preparing the world to rotate according to the best standards, while at the same time I gleaned the wisdom of a producer and director of the play-for-the-play's-sake. I wanted to take home something good for the dramatic program of the class in Public Speaking.

This class presented, the past year, ten one-act plays. For rehearsals no time was allowed from the instructor's regular schedule —two junior college classes, two third-year English classes in high school, and a study hall period, besides this class in Public Speaking. School time was given for only one program. Happily, the class-room was a large, barn-like banquet hall, fairly proportioned from the standpoint of acoustics as well as gastronomics. Rehearsals of four plays simultaneously were held in the four corners of the hall, in regular recitation periods, the insructor passing from group to group with criticism and suggestion. Every student had a chance to star, or had minor parts in various plays. The work was equalized. Just previous to the public performance, each play had a rehearsal or two before the rest of the class as critics.

Arrangements were made with a small theatre, newly built, for presenting a play between moving pictures on Friday nights. The stage was of suitable size, and draped in soft blue-gray. Ar-

tistically—I think that I may use the word—and from the standpoint of the student, no better arrangement was needed. The players had to please a real public, of Americans and foreigners, in plays to which they were not accustomed. The students' ingenuity and skill were taxed in providing sets, properties, and costumes, work in which individual interest was usually subordinated to the success of the plays. They were on their mettle, and as usual in such cases, succeeded better than they had hoped, especially in the more difficult plays. "Trifles," "A Night at an Inn," "The Locked Chest," "Thy Kingdom Come," and "Gettysburg" were as popular as "Untangling Tony" or "The Trysting Place."

What have I to take back to such a group and to my class in Junior College, from my summer course in the drama? There is another group, too, working hard at plays through vacation, college students, whom the theatrical arts lure strongly—the arts which it is "ill to hae but waur to want." For such students Dr. Baker has everything to give. Summed up briefly, his message might read: "Learn the technique of your art, and in choosing plays and presenting them live up to the best standards that you know." If I can make the message plain to my students they will abjure "stock" forever, and as far as in them lies, they will mirror nature.

To the live teacher of any subject as live as Public Speaking the Summer Session is a necessity. Here we meet investigators whose positions and talents enable them to give us valuable material, which we carry to yet larger groups than the universities can reach. Working together we shall doubtless bring about a better use of speech:

> "So may a thousand actions, once afoot,
> End in one purpose."

Surely there is already a truer expression of life, and a better communication of thought and feeling, which in turn may extend the power of thought and help our generation to a higher range of feeling.

BURKE'S AUDIENCE*

ROBERT HANNAH
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IT is generally argued that Burke was not effective as a speaker in the House of Commons. He is spoken of as one of the leading orators of England, yet in the same breath we are told that he failed to produce any immediate impression on the members of his audience. His leading biographers and critics, Prior, Macknight, Goodrich, and Morley, all agree that in delivering his greatest speeches in Parliament, he either spoke to empty benches, or made so little impression on the members who did remain, that he rarely changed votes or influenced conduct. Goodrich tells us:

> "His speeches were lectures, and though often impassioned, enlivened at one time with wit, and rising at another into sublimity or pathos, they usually became wearisome to the House from their minuteness and subtlety, as
>
> He went on refining
> And thought of convincing, while
> they thought of dining.
>
> We see then, in the philosophical habits of his mind, why he spoke so often to empty benches, while Fox, by seizing on the strong points of the case, by throwing away intermediate thoughts, and striking at the heart of the subject, never failed to carry the House with him in breathless attention."[1]

Most editors have stressed the fact that Burke failed dismally in his parliamentary utterances. They delight in emphasizing the statement that the Speech on Conciliation did not alter votes; that Pitt and Grenville did not deem the speech on the Nabob of Arcot's debts worthy of a reply. Fox, Sheridan, and Pitt, we are told, were received with thunders of applause; crowds listened to them, apparently deeply affected for the moment at least. These men swayed the audience; when Burke rose to speak, he was either rudely interrupted, or left to talk to a select few, the majority of

*Read at the Evanston Convention, December 30, 1924.

[1] C. A. Goodrich, Select British Eloquence, N. Y., 1853, pp. 239-40.

whom dozed blissfully while the orator was discussing the vital public questions of the day.

Yet Burke is conceded to be one of the great orators in our language! The evidence can be drawn from the very writers who tell us of his failures. Even from the most casual study of Burke's oratorical gifts, we know that he could have moved this same body of men, quite as effectively as Sheridan or Fox, had he cared to make the attempt. Burke was at times unsurpassed. His first speeches attracted the widespread wonder of members of both political parties. During his earlier career in Parliament, his contributions to the debates were effective in their keenness and compactness. But, as his biographers and editors have pointed out, few of these speeches have been included in his Collected Works, though some of them appear in brief reports in the Parliamentary Journals.

And, indeed, Burke's success in the House was not confined to his early years as a member. The historian Lecky, after drawing up the usual indictment against Burke's speaking, goes on to say:

> "But though their length, their excursiveness, and their didactic character did undoubtedly on many occasions weary and even empty the House, there were other speeches in which Burke showed a power both of fascinating and of moving such as very few speakers have attained. Gibbon, whose sinecure place was swept away by the Economical Reform Bill of 1782, bears testimony to the 'delight with which that diffusive and ingenious orator, Mr. Burke, was heard by all sides of the House, and even by those whose existence he proscribed.' Walpole has himself repeatedly noticed the effect which the speeches of Burke produced upon the hearer. Describing one of those against the American War, he says that the wit of one part 'excited the warmest and most continued bursts of laughter even from Lord North, Rigby, and the ministers themselves,' while the pathos of another part 'drew iron tears down Barre's cheek,' and Governor Johnston exclaimed that 'he was now glad that strangers were excluded, as if they had been admitted Burke's speech would have excited them to tear ministers to pieces as they went out of the House.' Sir Gilbert Elliot, describing one of Burke's speeches on the Warren Hastings impeachment, says, 'He did not, I believe, leave a dry eye in the whole assembly."[2]

Lecky concludes with a passage from another witness to show the magnetism of Burke's eloquence even at the end of his career.

It is clear then that Burke—at least until his declining years

[2] Lecky, England in the Eighteenth Century, N. Y., 1888, 3:207-208.

—had the ability to sway his audiences at will. The proof is that he did so, not merely in one speech, but in many. Yet it is equally clear that on many occasions he was utterly ineffective in the House. The many writers who have stressed his failures before his immediate audience cannot all be wrong. Yet, they praise Burke as one of the great orators of all time. This seems inconsistent. How are we to reconcile such comments? The critic who tells us that Burke was both a great orator and that he bored his hearers owes us some explanation. Many of the writers on Burke have died without paying their debt. Perhaps a more careful inquiry will supply the explanation.

The best speeches of a brilliant rhetorical genius were failures when delivered before the English House of Commons. The audience ignored the speaker, we are told. May not the situation have been reversed? May not the orator have ignored his hearers? May not the speaker have had a wider vision? The audience in the House of Commons was comparatively small; but Sheridan, Fox and Pitt could move it to action, while Burke failed. More or less complete reports of the proceedings in Parliament bore the voices of the orators, Fox, Pitt, Sheridan, and Burke to an audience consisting of the whole nation. May it not have been Burke's definite purpose to sacrifice the plaudits of the House, and to direct his rhetoric towards the people of England, and beyond?

As he surveyed the members of the House of Commons, Burke might have applied to them Aristotle's description of the audience: "The audience to which Rhetoric addresses itself consists of persons who are unable to comprehend a number of arguments in a single view or to follow out a long chain of reasoning".[3]

Let us get a picture of the type of audience in Parliament that rejected the utterances of Burke, and succumbed to the oratorical fire and energy of Fox, Sheridan, and Pitt. A large number of the members were the friends of the King; they knew exactly how they would vote before they entered the House. They were the worst sort of partisans. They preferred the persuasiveness of Fox or Sheridan, who would appeal to their whims and fancies. They had neither the desire nor the mental ability to follow the intricate reasonings of a great political philosopher, as he expounded search-

[3] Aristotle's Rhetoric, trans. Welldon, London, 1886, Bk. I, p. 15.

ing moral and economic truths. In many instances the audience was composed of sleepy and boozy country squires, who could not listen to the long speeches, who could not comprehend even in the vaguest way their meaning.

It is certain that some of the occasions when Burke had the greatest difficulty in obtaining a hearing were when, consistently acting on his own convictions, he opposed the popular opinions of Fox and the more democratic members of his own particular party and connection in the House. After considerable research, I have found no instance where Fox and Sheridan faced a similar situation. They invariably took the popular side of the case, or when not doing this, they had a sufficient majority in the House to give them a fair amount of either political or popular support.

And we return to our previous question, "When Burke failed before the House of Commons, was he actually trying to reach this assembly, or had he set his efforts towards affecting a much wider circle beyond the confines of the place of parliament?"

From 1750 there grew up a vast reading public. Parliamentary speeches were now allowed to be printed. The press was practically free to praise or blame, to offer opinions on the leading public questions. To the villages the post carried pamphlets and newspapers, and thus the whole English people became the parliamentary audience. It was this audience that Burke had in mind when he "failed" before the House; he was appealing to the middle-class citizen whom he regarded as the backbone of the nation—appealing from the Commons drunk to the commons sober. That Burke realized the force of public opinion is, of course, a commonplace; it is well expressed by an historian of journalism:

> "If Burke cannot be claimed for a practitioner of the newspaper craft, he showed himself at least its prophet, when he said that cheapness of production and progressive freedom from State censorship would provide both the Old World and the New with a rival and controller of Cabinets and Parliaments."[4]

From their biographers we learn that Fox and Sheridan took very little care to prepare their speeches for the press. The only speech that Fox ever corrected for the press, is that on Francis, Duke of Bedford. And as Lord Brougham suggests, "It is one of

[4] T. H. S. Escott, Masters of English Journalism, London, 1911, p. 306.

his worst speeches, if not his worst." Burke, on the other hand, took great care to have all of his important utterances revised and corrected for the printer. They were in the hands of the reading public shortly after being delivered in the House of Commons. Macknight points out that the Conciliation Speech was immediately printed. "It, with that on American Taxation, was eagerly sought throughout the empire." That on the Nabob of Arcot's Debts, which failed in the House, was received with interest by the nation and soon ran into a second edition. We know how widely his other pamphlets were read; that great work, "The Reflections on the French Revolution" within a few weeks of its appearance approached the thirty thousand mark. Unlike Fox and Sheridan, Burke was not concerned merely with the House of Commons; his aim was to influence the mind of the whole nation.

Are we to believe that a man of Burke's intellectual powers, with his genius for statesmanship, and with his understanding of men, was blind to the futility of some of his oratorical efforts in the House of Commons? He succeeded too often for us to believe that he could not have swayed the House at will. He intended his addresses to be read and re-read by the thinking public of England. That is why his orations so evidently invite study and demand thought. As a critic has remarked, "Study and thought may reveal blemishes, but bring also more decisive conviction."

The speeches of most of the other orators scarcely penetrated outside of the House of Parliament; those of Burke were perused with care and interest, both in England and elsewhere. Permanence is Burke's distinctive characteristic. We believe that he expressed the best temper of the nation—the temper to which the most reactionary House of Commons must ultimately yield. His close analysis of political questions must have convinced the reason, as much as his eloquence must have moved the heart of the vast public who read his speeches. Morley is right when he says that "Burke had the sacred gift of inspiring men to use a grave diligence in caring for high things and in making their lives rich and austere." Morley's sentence is but an echo of Burke's own statement in his *Letter to a Noble Lord:*

> **"It was my aim to give to the people the substance of what I knew they most desired, and what I thought was right, whether they desired it or not; and this must ever be the best maxim of statesmanship among a free people."**

This gives another clue to Burke's view of the relation of the orator to his audience. He had to be honest with himself. Hence he could not allow himself to make vain appeals to the whims of a debauched company in the House of Parliament. He aimed to serve the nation at large. A man with this conception had motives in speaking that were superior to those required to move such an assembly as was found in the House of Commons in the eighteenth century.

Burke's powers as a speaker and debater have been unfairly disparaged. It is true that he sometimes failed with the House. It is not true that Fox and Sheridan, with their dazzling brilliancy, outshone him. Burke achieved the highest success both as an extemporaneous debater and as an orator: And when he turned from the ignorant and bigoted House to the people of England, he exercised such power as neither Fox nor Sheridan ever had. With this understanding of his abilities as a speaker and of the audiences to which he addressed himself, we may well class Edmund Burke with the effective speakers of all time.

SKILL IN DEBATE*

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FOR some time I have been much interested in the criticism that has been directed, by the public and by members of our own profession, against school and college debating. This criticism has assumed such phases that, in the time limit, it is rather difficult to set it forth definitely. I shall sketch only what I consider some of its significant forms.

In the June, 1924, issue of the Gavel, the official publication of the Delta Sigma Rho honorary society, Professor O'Neill, under the title, "Intercollegiate Debating and the Weekly Journals," summarized and commented on what he considers "a thoroughgoing misapprehension in regard to intercollegiate debating which seems to underly most public discussion of it." Professor O'Neill says: "The editors and correspondents who feel moved from time to time to publish comments on this activity in the various weekly journals

* Read at the Evanston conventon, December 30, 1924.

of the United States are particularly given to furnishing us distinguished examples of abstinence from both accurate information and clear thinking."

The comments referred to include Mr. Roosevelt's charge that, in college debating, "too much stress is put on training young men to make a good argument for either right or wrong," that "debating as carried on in colleges, is not training the debater to think rightly, but getting him to talk glibly on the side to which he is assigned, without regard either to what his convictions are or ought to be." Mr. Roosevelt's complaint includes the charge that our basis of judging the debate encourages a brilliant technique but not search for facts and information. There is also the complaint that college debating is the worst possible training for public life because the debater is so playing to the judges for points, that too often he is concerned with nothing else.

A few years ago a United States District Attorney, a college graduate, and an attorney of some standing in his profession, said to me, after acting as a judge in a college debate: "Frankly I am disappointed. I am much in doubt whether college debating is a good training for public life. All I heard tonight was the debater playing for points, just points. The whole thing seemed to be a game of strategy. I have no information as a result of this contest. These men must have been trained to believe that good debating consists of *surprise* attacks for the purpose of confusing opponents."

These instances will suffice, I think, to indicate that teachers of argumentation and debate may discuss, with some degree of profit, what, if anything, there is in college debating that may commend itself to the public, to the profession, and, perhaps, to academic recognition of the right kind.

I presume that a majority of us like to feel that the thing we are supposed to be doing is worth while. I find myself among those who feel that the big objective in college debating, whether that work takes the form of class room instruction in argumentation and debate or is conducted as an extra-curricular activity, is training for "skill in debate." We are not without good authority in our opinions. From Aristotle to the present time, we can cite very excellent authorities as to the value of the acquisition of skill in intellectual controversy. That practice and training for mental de-

fense should occupy a place of no secondary importance in the educational equipment of the trained man seems to need no argument in its favor.

No exact valuation, so far as I know, has ever been fixed to the elements that constitute "skill in debate." I presume no exact measurement is possible or even desirable. And so, for the sake of discussion, and for the purpoe of clarifying my own views, I shall hazard an opinion as to what I believe are some of the elements of skill.

To clear away misunderstanding, I want to say that I do not refer merely to the technique of imparting information well. Skill in debate, to me, connotes more than superior skill in the art of presenting information. I should have the debater concerned about his information even more than his technique of imparting information. Much of the criticism I have referred to I believe represents a fair estimate of some our past efforts and is a direct result of our neglect as instructors to emphasize the value of information and our tendency to overemphasize the value of rhetorical technique. I hope to make this position clear.

In the preface to a most interesting book, named, "Fundamentals of Debate," the author, Professor Covington, says: "As a teacher of argument and debate for more than a generation, I have long been convinced that these subjects are not so much an applied logic as an applied psychologic." My objection, of course, to the book is that the author has felt it necessary to deal with the subject as though it must now be considered more an applied psychologic than an applied logic. To this position I am much opposed and for the purposes of this paper shall support the thesis that real skill in debate signifies, first, ability upon the part of the debater as a practical logician; secondly—but always secondarily—ability as a practical psychologist.

Among the several elements that should characterize skill in debating, I mention what to me is primary: the ability of the debater to organize a "real case" as opposed to a "debater's case."

In this "real case," the debater should demonstrate his ability clearly and accurately to identify the problem that the resolution for debate implies he should identify. In his enthusiasm to score points against his opponents, the debater far too frequently avails himself only of such evidence as appears likely to win the appro-

bation of his audience. Shall we not, as teachers of the subject, insist that the first obligation of the affirmative speaker is not only a clear analysis of the problem the resolution suggests but a truthful, impartial analysis? Shall he not understand that often it is not only his privilege but his obligation as a debater to cite all information, in his favor or against him, necessary to a clear understanding of the discussion? Much of the puerile conclusiveness of college debating, I believe, is a result of our failure to emphasize the value of admissions where not only logic but good sense indicates admissions should be made. How many college teams have you heard that were skilled enough to make admissions?

What is more inaccurate than the idea that a good case must always be in argumentative form? *What greater skill may a debater display, in the organization of his case, than a keen realization that the greatest service he can render a fact is to state it clearly?* How frequenty we hear college debating teams that seem to have no idea at all of the value of exposition in argument. Let me illustrate briefly. Last winter I listened to a college debate on the question: "Resolved that the United States should join the World Court." The affirmative team had prepared about one paragraph as a necessary introduction to the argument! It was quite evident that the affirmative team wanted to win by means of strategy. Witholding certain information from the analysis—information they felt would disclose too much of an obligation for their purposes—they availed themselves of strategy. The affirmative team elected to argue on points very manifestly in their favor. What an opportunity for the demonstration of *real* skill if these young debaters had grasped the elemental importance of exposition in argument and the strength of necessary admissions! A discussion *devoted entirely* to a clear exposition of the Court would have been much more effective. Anyway their audience might have been enlightened!

The debater's skill may be further tested by his ability to search for and find the "best evidence" which the case affords. I submit that ability of this kind demands more than *imparting some information well.* I know of no way of acquiring this ability except by industry in the preparation of the question and the mastery of the elemental principles of evidence. This second test of skill signifies guidance upon the part of an instructor who has not

limited his preparation to the principles of rhetorical composition.

So far as I know practically all the modern textbooks on the subject of argumentation and debate deal with logic and evidence as though essentially connected with the course. I am utterly at loss to know why, therefore, such persistent opposition has been urged against those who find it necessary to give some elemental instruction in these fields. As a teacher of argumentation and debate, I have felt the necessity often of concerning myself about the kind of information the debaters were using. If, in the course of the instruction, I find it necessary to discuss with the debaters evidence that has been drawn largely from the field of Political Science, I do it, and without any apology, official or otherwise, to the Department of Political Science because of professional trespass. The instructor of argumentation and debate must be a specialist prepared to deal with the subject matter of his field. I can never subscribe to the view that as a teacher of the subject I must shut myself up in an air-tight compartment where I may be privileged to limit my work to the art of presenting any information well!

I am very much interested in the skilful analysis and the skilful presentation of information, but first *I am interested in right information.* Skill in debate, according to this view implies clear thinking and clear speaking about right information. If my field must confine me merely to the tricks of rhetoric, surprise, strategy, graceful gesture, I shall not complain when the public, or any other critic questions the usefulness of college debating as a training for pubic life.

Of course the debater must learn to express his case convincingly. My discussion of the subject has not minimized the value of dealing with debating as an "applied psychologic," provided, of course, that the thing of secondary importance does not become a thing of first importance.

I quote Professor Covington again: "In debating, an aphorism, an epigram, paradox, metaphor,—especially any vivid image of likeness or unlikeness—will often make extended proof unnecessary. It may not only arrest the attention and quicken the interest, but may awaken old and familiar associations, give the mind a challenge of a new idea, flood the consciousness with feelings, or decide the will.

"Concrete suggestions, such as the imagery of speech figure,

parables, fables, allusive stories, or anecdotes used to point a moral —analogies drawn from history, literature, science, art, religion, or from every day life—may be used to enrich and fertilize barren places, to illuminate dull themes."

No one will dare question the potency of these weapons in the hands of the debater. They give the necessary sparkle and life to the debate that are so essential to attention and to interest. Undoubtedly we should attempt to reduce excessive formalism in our debates. There is constant danger that too much emphasis upon the mechanics of logical form may not provide for that individual development and originality of expression we should hope for. We shall agree, I suppose, that skill of presentation makes a greater demand on the speaker than a mere recital of facts. There must be the manifest ability to go beyond the mechanics of the inductive process of reasoning or the formal rules of the syllogism. The debater must develop the ability not ony to select the best evidence but the ability to image his few ideas with suggestive force.

The second element of skill that demands attention if our debates are to be what they are supposed to be, is the ability upon the part of the debater to adapt his case, his argument, to the case of his opponent as the debate develops. Too great a percentage of the debates we have listened to show little ability in this essential. Debaters are too frequently like "ships that pass in the night." The first affirmative speaker is ignored by the first negative speaker except perhaps for a short memorized rebuttal, very general in character. Each speaker makes his speech, with the exception noted, until the first six speeches are made. The debaters may have made good orations, but *they have demonstrated no ability in debating.* The team that does not address itself to the case of the opposing side, as the argument unfolds, deserves to lose.

Greater emphasis, I believe, must be put upon the value of extempore speaking. Of course, no one means to stress extempore *thinking.* The extempore speaking I have in mind requires greater preparation of the subject matter than memoriter work. I admit there is danger of wordiness and superficiality in the extempore method but I feel sure the method is essential if the whole business of debating means what the word should mean.

The third element of skill which we shall all agree upon, too much overlooked by the college debater, is the possession of enough

good humor to know he hasn't proved much for his own case and enough of the same brand to know he has not entirely overwhelmed his opponent's argument. In the QUARTERLY JOURNAL OF SPEECH EDUCATION, vol. 5, C. F. Lindsley, in a criticism of college debating, warns against common defects in the following fashion:

"Ninety per cent of college debaters seem not to have the slightest knowledge of effective presentation. Their speaking is so preponderantly boisterous and conclusive, so disfigured by volcanic fervor, for which the matter ejected affords no adequate excuse that our sensibilities are paralyzed and rendered incapable of absorbing the evidence they produce.

"How many debaters can look calmly at their audience and say implicitly: 'I am talking to you and to you and to you'? No! There is a torrent of speech accompanied by violent shakings of the head, a flood of facts and quotations, a fifteen minute speech in ten, and a 'Thank you'."

But how shall we avoid the effects of boisterous, conclusive presentation, the "I have shown you" type, unless we discourage the memoriter presentation? Will the debater who has much practice in extempore speaking indulge in this kind of delivery? If he has been trained to express his ideas clearly, to think on his feet, his delivery will be much more likely to be personal and direct. In fact the instructor may so supervise the work that it would be practically impossible for the debater to rely on the memorized speech. Is it not likely that such supervision and such insistence on the extempore method will result in the elimination of much tiresome jargon?

In conclusion, let me say, I shall not be too optimistic about your kind agreement in the matters briefly discussed. I have not been ambitious in that regard. Another opinion has been contributed which, in summary, puts the author on record as saying:

First, that skill in debate should mean ability effectively to select the "best evidence" and to organize and develop that evidence for the enlightenment of the audience, not for the confusion of opponents; that so-called strategy, surprise, and all other tactics planned for the purpose of defeating opponents, should be eliminated as cheap practice and poor preparation for public life; that the chances for the attainment of real skill will be immeasurably increased under the supervision of instructors who have sufficient background in the fields from which most questions are selected to be able intelligently to discuss with the debaters not only the form but the evidence itself.

Secondly, that skill in debate presupposes sufficient imaginative power upon the part of the debater to image his concepts suggestively; ability to address himself to his opponent's case as it is developed; a sense of humor keen enough to know his own limits and the limits of a college debate.

LOGIC OR BUNKUM IN PERSUASION*

PAUL S. BUCHANAN
West Virginia University

TO be logical, or not to be logical, that is the question: whether it is better for those teaching the art of Public Speech to instruct their students to gain their desired results by whatever means may be necessary regardless of the truth and logic of their statements, or for them to take up arms against these prevalent methods of persuasion and by opposing end them.

Shortly before the last war started in Europe I heard a lecture on the Lyceum platform which had for its theme: There will be no more war. The lecturer was a handsome man of vivid personality and a man with a wonderful vocabulary. In one hour and a half of skilful handling of language he so appealed to the imagination and emotions of his audience that, when he closed with words something like the following, his audience wept and shouted and stamped: "And when in the deepening twilight I was carried out to the great leviathan of the deep and saw the search lights playing upon the Stars and Stripes, I thanked God I was an American, that I was going home to a country where peace was to endure forever." Within a month after I heard him war was declared. The subject of his lecture then changed to "Problems of the War." And one of his statements was that we were a peace loving people, that we could not and would not be dragged into the war. Then we entered. Suddenly he changed again, turning into a Patrick Henry over night. He urged the stalwart men of this great and glorious nation to do their part that liberty might live, and this time his conclusion was about like this: "And you, the descendants of the Minute Men who died that freedom and liberty might live—it is for you to carry the Stars and Stripes once more upon the battlefield and

* Read at the Evanston convention, December 30, 1924.

again show to the world that we are a country of warriors never letting our honor nor our flag be dragged into the dust''—and this speech, like the first, was followed by stamping and shouting and weeping.

This man was, in my opinion, a perfect exponent of bunkum. How could a man believe what he was saying and change his point of view so completely, so suddenly? In the last instance it was very obvious that he had anticipated our entrance and had a new speech already prepared for the emergency. He used exactly the same methods employed by the ballyhoo men at the circus and by the salesman who sells as quickly as possible and then gets out, never expecting to see his victim again. And what is more lamentable he used the same methods often employed by college debaters and generally used by college orators.

Of course, there can be no objection to the skillful handling of words in order to better phrase an argument; there can be no objection to a speaker's appealing to the emotions of an audience. I have no quarrel with psychology, as such. But what I do most strenuously oppose is this appeal to the emotions, to the weaknesses of an audience, taking the line of least resistance, when there is no truth behind; this putting into practice the principle upon which Barnum said he started his circus.

In order that my subject be a little more specific, may I define what I mean by logic, and by bunkum. Briefly, logic is the art of reasoning; one school would call it a science, rather than an art. Whatever it is: in this paper it means merely submitting proof to substantiate assertions. By bunkum, I mean sophistry, chicanery, and verbal enticement. Bunkum is like a toy balloon, when you prick it with one sensible question it loses all its beauty and glamor.

But in order that I may not be accused of being too illogical myself, may I establish one or two facts before I proceed? I do not believe that anyone will disagree with me when I say that it is one of the fundamental duties of a college or university to teach its students to seek for the truth and know it when they have found it. May we not say, then, that in order to follow our own advice and teaching, we must teach the truth, and urge students to speak the truth?

After re-reading a few orations that I wrote when I was in

college and after reading and hearing a great many others in the past few years, I believe that they, more than anything else, have convinced me that bunkum will never convince anyone. I have never heard but one college oration that was persuasive, and I believe the principle reason is that they are not logical and they are not always truthful. And besides that, these college orations are not often very skillfully written. Some college debates and a great many high school debates are made of the same flabby material. And still worse, a great many of the speeches made by college graduates, people whom we have taught, are troubled with the same affliction.

It is not at all surprising that these methods are used by the uneducated masses. You all know of the many correspondence schools which profess to teach a man how to become a fluent speaker in ten lessons. You know the methods they employ. You know of the self-styled "expert salesmen" who say they can sell anything to anybody. They base their appeals on the emotions, never considering reason nor giving their quarry a chance to exercise reason. They play upon the weaknesses of human nature. And thousands of people have eagerly seized these easy methods and put them into operation. And there are many obvious reasons for their doing so. This thing called Psychology is new to the masses. The ideas of salesmanship are new. The results are apparently good in many cases. And these methods get quick action.

If the methods just mentioned are the new ways of doing things, and if our students are to be taught to compete with modern methods should we not teach them these things—teach them to compete with 1925 methods?

There are at least two ways of answering this question negatively. First, if we apply our principle concerning the duty of a college to teach the truth, we must certainly say that to dissimulate is wrong. Secondly, we may look at these methods and see if they are really as effective as they seem.

In the first place, the means used under the system of skilful bunkum do not produce lasting results. In the first speech of the lecturer whom I mentioned a little while ago, I must confess that I was carried away with the rest of the audience in the almost magical appeal of the speaker. Hardly an hour afterward I began to think: Just what did he say? Why will there be no more war?

And all I could remember was that he had said so. The more I thought about it, the less I agreed with him. He had not persuaded me at all. And that same thing is true of a great many other speakers today and with reference to the audience as a whole. The salesman who sells merchandise to a merchant by means of an oily sales-talk, misrepresenting the goods sold, would have a difficult time selling that same man anything again. You may take the methods of some of our modern evangelists. While thousands hit the sawdust trail, how many of them find the path becoming slippery very soon, and slide back into the same old swamp? And so we might go on through a long list. These methods are exactly like those used by the fruit peddler who fills his boxes nearly full of inferior fruit and then puts a layer or two of large, luscious berries on top. You may buy from him once, but you never will again, and you will always be angry to think that you bought at all.

And the comparison between these methods may be taken still farther. Do not sound arguments get just as good results, if properly handled? May I take one example from the field of advertising? There are two automobiles on the market that sell for about the same price. One firm advertises its car by telling you of the beauty of its lines, the comfort of its seats, and its beautiful red color. In its advertisement you are shown a family just about ready to leave for a day's outing in the country in their shiny new car. There's a smile on every face, and "all's right with the world." The other firm advertises the fact that its car is worth the money you pay for it, and then proceeds to prove it. They tell you that it ranks at the top of second-hand values. They tell you repairs are very few. They tell you of the thousands of salesmen who travel all kinds of roads in all kinds of weather in them. Their appeal is to the reason only. And they sell far more cars than the former, and what is more to the point, their advertising is considered by experts to be the most effective in the press today. I was in a haberdashery store the other day when a salesman came into the store with a specialty brand of neckwear. He claimed that he had the only non-wrinkleable necktie on the market. He had a pleasing personality and a well-developed sales-talk but he did not sell because he was not telling the truth. To prove that statement: A few days later another salesman came into the store, also selling neckwear. The very first style he showed was exacty the same

thing. But he made no rash claims for it. He said that the only non-wrinkleable necktie would have to be made of metal. But he did say the patent feature would lessen wrinkling. He warned the merchant against buying very many. And he talked sense, advised cautiously, and told the truth, for he expected this merchant to be a steady customer. Again, there is a hardware store in the same city that has been so convinced of the honesty of a certain salesman that they just tell him to look over the stock and write the order himself.

I was a judge at an intercollegiate debate last year, and as is my habit, I attempted to write down the assertions made by both sides and then to watch carefully for the proof. One team was composed of very fluent speakers. The proof, however, was lacking. The other team talked logically. They made no assertions they did not attempt to prove. The former team was quite angry to think they did not win. I think this condition is true in a great many college debates, though I am optimistic enough to believe that this condition is improving.

The use of bunkum in the college oration has already been referred to, and is in itself a subject for much discussion. I hope that this branch of our work is due for a violent reformation in the very near future. I believe in it as an institution, but only as an outgrowth of belief in the subject treated and only when backed by sound argument.

In the past six weeks I have asked men in several occupations their opinion regarding this subject. I have asked merchants, lawyers, teachers, students, and even the milkman. In a good many cases, the answer at first was that they thought a speaker should do his best to persuade an audience by whatever means were necessary. I have tried to give them some things to think about and then have asked them again. With the exception of two students out of about one hundred and twenty-five people, every one has finally agreed with me, and those students attempted to justify their position by logical means.

I might take occasion to digress here and consider the value of logic in religion, for if you notice, I did not ask any ministers what they thought about the matter. I expect a good many of you here do not have the same idea that I have about religion, and I imagine that is a very good thing. But I believe religion can be taught

logically, and I believe that the church in general would be better off if it were. Religion can be reasoned into any man and when he gets his religion that way it is far more likely to stick. I know this little diversion is not backed by proof and I will not take time to try and prove it here. It is merely an opinion.

The question finally resolves itself down to this: are we to teach students to persuade audiences by teaching them to become tricky specialists, masters of a knack of words, or are we to teach them to forcefully and gracefully put the truth before their audience, gaining their decisions by reason, rather than by emotional appeal, making their plea to intellect rather than to weakness. It seems to me that the answer is obvious. And moreover, we should teach our audiences (speaking of the nation in general) to agree with Quintilian who said, "No one can exhort my admiration for mere fluency and a flux of words lacking argument, a thing in which any two quarrelling women superabound."

I believe that our teaching the art of Public Speech is too much concerned with the success of the speaker and too little concerned with telling the truth to the audience. And this amounts almost to a crime. We are too prone to give to the student what he thinks he wants. We are too prone to be interested in putting our speeches across rather than in training audiences to resist these hypnotic speakers. We should be more concerned with the education of audiences, teaching the habit of logical analysis and suspense of judgment, thereby building up audiences that would settle problems intelligently rather than be carried away upon a wave of emotional appeal.

We are already bringing down much criticism upon our heads by teaching verbal trickery. If we are to maintain the place we deserve in the field of education, if we are not to lose caste in the profession, we must cease teaching that which is unethical. It it our duty as teachers in American colleges and universities to help build up audiences that cannot be enticed into the meshes of plausible sophistry nor be stampeded by emotional volubility. We must teach our students to speak the truth logically. And if we do not we shall have failed.

THE PLACE OF JUJITSU IN PUBLIC SPEAKING

KENNETH LLOYD WILLIAMS
Berkeley, California

THE emphasis which THE QUARTERLY has placed upon the instruction of pupils of high school age, and the splendid discussions of the various aspects of that problem which have appeared on its pages, make one hesitate to advance so radical and unorthodox a method of instruction as that I am suggesting. And yet, since the training is not the end in itself but merely the means to an end, the success with which I have employed this method and the remarkable results secured, may commend it to the readers of THE QUARTERLY.

The plan is, in essence, extremely simple. It consists merely in interesting the student in some of the fundamental principles of jujitsu—having mastered which, unknown to himself, he has mastered two of the most difficult phases of the instruction in public speaking.

In my work with a large number of students of high school age I found it a matter of considerable difficulty to interest them in such things as carriage, foot work, and the essentials of diaphragmatic breathing. This was not *speaking*. Even those who liked to speak in public, disliked the tedium of practice in correct breathing, and were prone to forget criticisms of their posture, footwork, etc. The problem was, how could I make these students breathe correctly, stand correctly, and when necessary, shift their position without the awkward abruptness that so often characterizes the adolescent boy? Incorrect and faulty habits along these lines were not to be overcome without concentration and the formation of new habits. If I could only make them *like* to do it correctly.

Then the idea came. My training in the army during the recent world war had taught me the principles of jujitsu, and it seemed to provide the very means I desired to awaken and hold the interest of the boys in such a prosaic thing as diaphragmatic breathing.

I told them of my army training, and volunteered to explain

and demonstrate some of the jujitsu tricks. From that moment their interest and attention never wavered! Each boy did his best to duplicate the trick and master the principles as I explained them. The problem of the center of bodily gravity, and the exercises given to train the student in its control, necessitated diaphragmatic breathing—but it was not tedious then—the boys did it gladly. If they did not do it they could not really master the trick! Similarly with the problem of posture; and what I have termed "foot work." The practice in weaponless defense, which had a tremendous appeal to the students, made the boys capable of maintaining a perfect balance under almost any circumstances, and taught them the art of swift and graceful movement on the platform. It taught them to coördinate their muscles, to move freely, to stand correctly, and to breathe from the diaphragm. Incidentally, it taught them a few tricks in weaponless defense, but *my* purpose was accomplished when I made them unwittingly master the rudiments of successful speaking—and all under the guise of something every boy wants to know.

If any of the readers of THE QUARTERLY desire any further details, I would be pleased to communicate with them. As I said before, the plan is unorthodox and radical—but it works—and with boys who seem to respond to little if anything else!

A PROGRAM OF SPEECH EDUCATION FOR THE ELEMENTARY GRADES

CLARA B. STODDARD
Detroit, Michigan

IF the English Language, in all its strength, beauty, and purity, is to continue in America as the English Language, speech education must begin in the kindergarten. Even then, there are great handicaps, for many very poor speech habits, hard to overcome, are fixed by the time the child arrives at school age.

The English Language is a delicate instrument, requiring definite oral positions and definite vocal emission for every consonant and every vowel sound. These positions and this emission are peculiar to the language, and unless they are perfectly given, the product is not the best English.

Unless more definite speech training is begun in the kindergarten, or at a pre-school age, our beloved English Language will soon become a hodge-podge made up of the articulation and voice production of every language under the sun.

Speech education in the kindergarten should proceed through the use of games, plays, songs, rhymes, and stories, which have for their objectives, poise of body, correct articulation of the common consonant sounds, good vowel production, pause, rhythm, and continuity of voice. Let me outline some material which could be used to obtain these objectives. We shall use as a basis the sound made by the letter "b." Explain the sound by having pupils place the hand lightly upon the throat, and feel how the sound is made when saying words beginning with the sound of "b." Then have pupils give words having the sound in them.

1. The game: Have the children seated on the floor in a circle. Spin a bottle in the center of the ring and say:

"Bottle, Bottle, tell me true
Who likes butter better than I do?"

The child at whom the bottle points when it stops answers, "I like butter better than you do." Then he must spin the bottle and say the rhyme, inserting another word containing the sound of "b." The game may proceed until all have had a turn. Children love this game, and the listening teacher can detect the ones who need special help on the production of the sound of b. Good articulation, recognition of the sound of "b" in words, and pleasing voice, are the objectives of this game.

2. The play: Select any rhyme which will permit of dramatization, and which contains a repetition of the sound of "b." The pupils recite the rhyme while acting it, thus:

I. **A chubby little sister,**
Was rubbing at her tub.
A chubby little brother
Came up to see her rub.
The chubby little brother
Fell down in with a cry.
The chubby little sister
Then hung him up to dry.

II. **First pupil says, "Bow-wow-wow**
Whose dog are thou?"
Second pupil says, "I am Tommy Tucker's dog,
Bow-wow-wow."

Then each runs to another child and repeats the same.

Good articulation of the "b" sound in the initial, medial, and terminal position, pleasing voice, and poise of body are the objectives.

3. The rhymes: Mother Goose Rhymes are prolific in the repetition of sounds, and for kindergarten children, are interesting as well as instructive. Pupils should learn these as memory gems. For the "b" sound may be noted:

I had a little hobby horse.
Baa, Baa black sheep.
Rub a dub dub, three men in a tub.
Old Mother Hubbard.
Burnie bee, Burnie bee.
Little Bo-peep.

Rhythm and pause are the goals.

4. The Songs: Rock a bye baby, on the tree top. Bye, Baby Bunting. Here's a ball for baby. The objectives are rhythm and melody.

5. The Story: Baby Bear Cub.

Baby Bear Cub is brown and woolly. He lives in a big cave with Mother Bear. Baby Bear Cub is about as big as a puppy. When he sleeps, he curls up like a rubber ball. He likes to eat berries, bugs, bark, and the honey left in the rocks by the bees.

One day, Baby Bear Cub tumbled down a big hill. The grass was soft at the bottom, so he was not hurt. He blinked his little black eyes, and climbed up to tumble down again. Cubby did this until he grew tired. Then he curled himself into a ball beside Mother Bear and went to sleep.

The objective is to have children volunteer to tell the story using as many "b" words as possible. Note also any extraneous movements which may be corrected.

A ten minute period each day for one week will be used to cover this material. Note that only speech production in its simplest form, is the objective. No association of sound and symbol should be attempted.

Consonants produced at or near the lips and teeth should receive attention first: p, b, m, wh, w, f, and v; and later those which are made with the tip or front of the tongue: th, t, d, n, l, r, s, z, ch, and j. Then proceed to those made by the back of the tongue: k, g, and ng.

If this plan is followed during the twenty weeks of the school semester, the simple consonant sounds will all have received attention, and pupils will have received some training in articulation, pleasing voice and poise of body.

In the first grade, a similar procedure is advised using more difficult rhymes, games, plays and stories. When pupils are strong on the sounds of vowels and consonants, these sounds may be associated with the written and printed form but not until then.

Oral gymnastic games may be started in the first grade. They should be simple but they should definitely train the oral organs to be nimble so that they may be able to respond to the speech impulse quickly and easily, without muscular contortion or muscular inactivity.

Here is a game which small pupils like and which promotes activity of the oral organs.

Pupils play that they visit a farm and each is to make a sound he hears.

I heard a duck say quack, quack, quack.
I heard a hen say, cluck, cluck, cluck.
I heard a chicken say, peep, peep, peep.
I heard a lamb say, baa-baa-baa.
I heard a cow say, moo-moo-moo.

Continue until many have had turns.

Then the names of the animals or birds or whatever else was given are put on the board and pupils make the sounds.

Animals	Sounds
Chicken	"Peep, Peep, Peep."
Lamb	"Bah, Bah, Bah."
Cow	"Moo, Moo, Moo."
Cat	"Miaou, Miaou, Miaou."
Wind	"Whew, Whew, Whew."
Little Pig	"Wee, Wee, Wee."
Mother Pig	"Woof, Woof, Woof."
Giant	"Fe, Fi, Fo, Fum."
Gander	"Th, Th, Th."
Clock	"Tick-tock, Tick-tock, Tick-tock."
Little Bell	"Ding-a-ling, Ding-a-ling, Ding-a-ling."
Rooster	"R—R—R—R—R——" "Cuck-a-doodle do."
Snake	"Sssssssssssss."
Robin	"Cheer-up, Cheer-up, Cheer-up."
Engine	"CH, CH, CH."

Owl	"Too-hoo, Too-hoo, Too-hoo."
Crow	"Caw, Caw, Caw."
Hen that has just laid an egg	"Cut-cut-cut-ca-dah, Cut-cut-cut-ca-dah, Cut-cut-cut-ca-dah"
Setting hen	"Cluck, Cluck, Cluck."
Old Indian	"Ugh, Ugh, Ugh."
Church Bell	"Ding-dong, Ding-dong, Ding-dong."
Fire Gong	"Dang-dang-dang-dang-dang."
Duck	"Quack, Quack, Quack."
Donkey	"Hee-haw, Hee-haw, Hee-haw."

If you have noticed the oral action, you will perceive that through this game, nearly all the muscles used to produce words of one syllable, have been exercised.

In the second and third grades, a procedure similar to that used in the first grade is advised but using all the common consonant combinations of l, r, s, and w in place of the simple consonants, and emphasizing the final positions.

Much oral composition should be done during the speech period, definite standards for intensity, pitch and quality of voice having been set up. These standards should be in the form of slogans. Through the constant doing of the thought suggested by the slogan, speech could be greatly improved.

Some slogans suggested are:

Open the mouth
Hide the tongue
Make a pleasant sound
Start easily
Move the lips
Hum the m's
Ring the "ings."
Sharpen the t's
Speak distinctly
Look at the audience
V. G. P. (Very good poise)
Speak slowly
Round the vowels
Blend on the vowel sounds
Pitch the voice low
Pronounce perfectly
Pause often
Mind the traffic signs
(, ; : . ! ?)
Never exceed the speed limit
Mind your P's and Q's

Pupils should originate slogans which will help them to better their own speech. They should use these slogans as project material. The slogans could also be used as a basis for criticism in oral composition.

From the fourth through the eighth grade, general exercises should be given to groups.

These should include:

I. Exercises in BREATH CONTROL to
   develop power over the voice,
   strengthen the lungs,
   develop larger lung power, and
   establish *correct* breathing habits.

II. Physical exercises to
   correct physical defects,
   secure better response to stimuli from without and from within,
   secure poise, ease, and balance, and
   relax tense muscles.

III. Massaging exercises to
   induce a healthier condition of the sinuses,
   help free the resonance chambers, and
   loosen up tense facial muscles.

IV. Oral gymnastics to
   loosen up tense speech muscles,
   induce a proper use of the tongue,
   obtain a better coördination of the speech muscles, and
   train the oral organs so they may be able to respond to the speech impulse easily, quickly and surely.

V. Exercises in VOCAL GYMNASTICS to
   obtain freer control of the vocal cords,
   lengthen and strengthen the vowel sounds, and
   strengthen and intensify the correct auditory images.

VI. Exercises in VOICE PRODUCTION to
   secure a full, round, open-mouth delivery,
   secure a beautiful quality of voice,
   enliven dead tones,
   break up monotonous voices,
   develop volume,
   train the vocal mechanism to better response, and
   build up the voice in every way possible.

VII. Exercises in PHONETICS to
   secure the proper positions of the consonant and vowel sounds,
   secure the proper emission of the consonant and vowel sounds,
   destroy incorrect images,
   build up correct images, and
   secure a background for the correction of letter substitutions, nasality, foreign accent, and lalling.

Should such a program be carried out, students would arrive at the high schools without the defects and impediments which now so handicap them, and which are sometimes impossible of correction in the high school, because the students are so old and the speech habits are definitely fixed. Early speech training is the ounce of prevention which is worth the pound of cure.

EDITORIAL

THE SECONDARY SCHOOL SYLLABUS

IN this, our annual high school number, we give the place of honor to the report of the Special Committee of which A. M. Drummond of Cornell, is Chairman. For the benefit of those readers who may not have followed the history of this committee let it be said that the work was begun at the suggestion of the Committee on College Entrance Credit, of which J. Walter Reeves is Chairman. Mr. Reeves felt that it would greatly strengthen the position of his committee, as well as of large numbers of secondary school teachers who are struggling to organize adequate groups of Speech courses in their respective schools, if the NATIONAL ASSOCIATION would sponsor an official Syllabus, or Course of Study, for secondary schools.

The suggestion was adopted at the Cincinnati convention in 1923, and President Kay appointed a Committee for the purpose, with Mr. Drummond as Chairman. The Committee has labored faithfully, and is still laboring; it has taken its assignment seriously, and the completed Syllabus promises to be a careful, scholarly, and practical document. When finished it will be published in book form by the Century Company, in the name of the NATIONAL ASSOCIATION.

The report published at the beginning of this number is a condensation of that presented at Evanston, and adopted by the ASSOCIATION. It incorporates such changes as were agreed upon at the convention, and it gives a reasonably accurate forecast of what the completed Syllabus will contain. Every secondary school teacher should peruse it carefully, and having done so will eagerly await the appearance of the finished work.

The "Course of Study for Secondary Schools" will be the first special publication of the NATIONAL ASSOCIATION in book form. As

such it deserves the interest and support of all members, whether high school teachers or not. It is the event of the year in the field of Speech Education, and should be mentioned in some way at every educational conference holding discussions of Oral English or Public Speaking, and at every regional convention of teachers of Speech throughout the country. In the *News and Notes* column we report two conferences that have already given it program space, and we hope soon to hear of others.

While the general outline of the Syllabus was definitely approved at Evanston, the details of execution were left to the discretion of the Committee, and up to the actual time of going to press the Committee will welcome suggestions and criticisms from members of the ASSOCIATION. It is hoped that the Syllabus may thus be made as truly representative of the best opinion of the whole ASSOCIATION as is humanly possible. Therein will lie its strength.

APRIL AND JUNE

ONCE again the April number as a whole is designed to have somewhat more than the ordinary amount of interest for high school teachers, though not to the exclusion of other matters. Two of the articles contributed by high school teachers—those by Mr. Perry and Miss Huston—discuss aspects of debating, and for comparison with them we offer two others on debate and persuasion by college teachers. The article by Mr. Perry was written at our solicitation because of the interest aroused by an item published in our *News and Notes* column last June mentioning the Los Angeles experiment in debating for every student. Mr. Hannah's article might properly belong in the Research number, but is included here because after all it is the high school teacher who is most often expected to teach Burke. The article by Miss Fields brings the high school and university teachers together by treating of their most common meeting place—the summer session. Miss Fields writes in a style so airy and fanciful that one may easily miss in one careless reading the importance of what she says—as the Editor did. But it grows upon one with subsequent readings, and gives much food for thought, both to the high school teacher contemplating summer courses and the university teacher giving them. The latter certainly will hope for more spontaneous reactions from those who profit—or fail to profit—by his courses.

The June number will carry a group of articles on research topics. There are excellent ones now on file covering nearly every phase of our subject except speech correction, which has for some time been inadequately represented. We are not suppressing that subject: we are merely waiting for satisfactory material to come in. The Research Committee is very anxious to fill its special column in the June number, and to that end asks every member to consider himself a reporter. We are being urged by many of our readers to publish a larger amount of advanced material, but we cannot do so unless we have it. At the present time the writers of elementary articles are doing most of the productive work. However, we have the wherewithal for at least one good number.

THE MATTER OF EXPANSION

LETTERS have already begun to arrive answering our queries as to the advisability of increasing the number of issues, but it is too soon to think of summarizing and evaluating them. However, we can say positively that they are not unanimous. In fact the indications are that we are in for a warm controversy.

AN APOLOGY

IN reporting the convention at Evanston in the February number we inadvertently omitted all mention of the two demonstrations of stage lighting which were given between sessions—the one by Mr. Mabie and the staff of the Iowa University Theatre, and the other by the Display Stage Lighting Company of New York. The Editor was unlucky enough to miss both of them, but they were highly appreciated by those members who were more fortunate, and they should have been given conspicuous notice in the minutes of the convention. The extreme haste with which we read proof in the effort to get the February number out in February is our only defense, and a poor one; we are very sorry indeed to have been even unintentionally discourteous to those who went to so much trouble and expense, and did so much to make the convention worth attending.

THE FORUM

[EDITOR'S NOTE: Letters for the FORUM should be direct and concise. They may be upon any topic in Speech Education, controversial or otherwise; but publication is not to be regarded as editorial endorsement, either as to form or content.]

THE NATIONAL CATALOGUE OF DEBATE JUDGES

To the Editor of THE QUARTERLY JOURNAL OF SPEECH EDUCATION:

Dear Sir—In the February *Atlantic* there was a delightful bit of stock-taking by an elderly professor under the title "Am I Too Old To Teach?" that suggested that it would be highly desirable for some of the new recruits on college faculties to do a little heart-searching under the heading, "Am I Old Enough to Teach?" At any rate I should like to attribute to well meaning but thoughtless youth and inexperience such a violation of academic decorum as the *National Catalogue of Debate Judges* recently issued by the Pi Kappa Delta Honorary Forensic Fraternity.

A list of men in each state who are willing and eminently fitted to act as debate-judges might be of some serivce to academic debaters. Of even greater value to those who would rather know something about a judge before opening correspondence with him, would be a list of established and recognized professors in different sections willing to name men fitted to act as judges of debate on specific subjects. But the editors of the catalogue in question have not been satisfied to name authoritative sources of information, nor to reduce their list to judges they can cordially recommend. Instead, they have had debating coaches grade proposed debate-judges in their states, A, B, M, X. Then they have broadcast over the country in this booklet the ratings given by the several debating coaches who have been willing to sit in judgment on their acquaintances and colleagues without signing their names or taking

responsibility for their act. A cat may look at a king, and the reasonable certainty that our students and colleagues grade us M and X more often than A and B, *à huis clos,* as part of their inalienable right to gossip, does not greatly disturb us. But for an organization while disclaiming responsibility for its ratings, to publish and distribute them gratis through the country in the name of public service, suggests the bounder's obliviousness to the full effect of his cheerful impertinences.

The impression is further carried out by the editor's confession that not knowing the exact rank of many of the college and university men on the list, instead of securing that illuminating information, he has conferred on all the "general term professor." I have heard of circles in which "professor" is a general, loosely applied term. While there are professors of many subjects on the list, Professor of Speech seems to be the title most liberally conferred.

As debating contests may give rise to as much animus as contests of the gridiron, it is conceivable that some of the Professors of Speech and Debating Coaches who have received X ratings from their colleagues may feel as if there had been some slugging in the dark, and yet, confronted by such a guard of anonymity, hesitate to protest. The fact that in the list of more than four hundred only about forty received X's while A's were generously awarded, diminishes the number who will make outspoken objection to the method of the Catalogue, and increases the sense of helplessness and injury to professional standing of those who find themselves publicly stigmatized in this way. The assurance of the editor that the X carries no discredit to a man as a man, has no solace for one whose business is the teaching of debating and who naturally regards ability to recognize the merits and faults of debates as essential to his professional success. The crass insensitiveness to personal rights implied by this publication is scarcely compensated by the nominal practical benefit it affords.

Very truly yours,

F. M. PERRY,

Wellesley College.

LOGIC AND ARGUMENTATION

To the Editor of THE QUARTERLY JOURNAL OF SPEECH EDUCATION:

Dear Sir—The writer of the article on "Logic and Argumentation," in the November issue of THE QUARTERLY JOURNAL, has seen a great light. It is only visible, however, to those who dwell on the height of the "new Logics." Before we dwellers in the shadow of the valley can enjoy its illumination the logician must bring it down to us as Prometheus brought down fire from Heaven. Meanwhile we may enjoy the writer's glowing account of the prospect spread out before her. Here are rich treasures to be had for the taking, "a new heaven and a new earth," "a new life for Arugmentation." The "new Logics" can tell us the number of cases required to establish a generalization, when causal relation has been established, what a fact or situation implies, how to draw out the disastrous implications of an opponent's argument, whether the failure of a negative team to present a counter plan implies victory for the affirmative, when an analogy is sound, whether the affirmative team's proposal will remove the causes of the evils in the present situation and whether it will cause additional evils or advantages, when past instances of an event establish the certainty or probability of its occurrence in the future, whether material is relevant to an argument, how to find the issues in a question, whether a relevant argument is helpful in establishing the case, and when two statements really exhibit the premise-conclusion relation.

If modern logic can do all of these things for us, it will indeed "open a new heaven and a new earth" for argumentation. But my ignorance of the "new Logic" is profound, and my delight in the writer's description of the promised land is only matched by my eagerness to know just how the application of modern logic is to accomplish all these things. Like the small boy who had listened for some time fom the foot of the tree to his comrade's enthusiastic description of the eggs in the nest, I feel like exclaiming, "Well, bring one down and let us see it!" For example, after observing that briefing is sound only when the conjunction "for" between conclusion and premise "is used in its logical sense," the writer intimates that modern logic can tell us how to determine whether in a given case the relation is a true conclusion-premise relation. I had supposed that our only hope here lay in the use of common

sense. When a student submits an illogical brief I ask him to read the argument carefully and tell me whether he thinks the two statements really exhibit the conclusion-premise relation; the student who lacks the grain of critical intelligence necessary for this I have given up as hopeless. Does the writer mean that modern logic can provide us with rules or formulas that will make briefing fool proof? Are there specific recipes for determining the soundness of analogical argument, for drawing out the disastrous implications of an opponent's argument, for testing the soundness of an induction? All of these matters are discussed and illustrated in the texts on argumentation. For their application to a concrete case we have hitherto relied on whatever common sense and judgment the student might possess. Just what can the logics of causality and implication do for us here?

I was especially intrigued and baffled by the writer's statement that the brief is unsatisfactory because argument based on implication cannot be reduced to the brief form. Why it cannot be so reduced is not clear. I understand that by argument from implication the writer means argument in which, instead of announcing the conclusion and then proceeding to the supporting premises, the speaker begins with a non-contentious statement of a concrete stiuation and infers his conclusion from this situation; in other words, the speaker lays down his premises in the form of a connected description of a situation instead of announcing his conclusion first and then proceeding to take up his premises one at a time. But the logic of the argument is the same in either case; the difference lies only in the order in which the speaker presents the argument. And the order in which the steps of an argument are presented to the audience is a matter of psychology rather than of logic. That the writer herself recognizes this is suggested by her statement that this type of argument is "non-contentious, less antagonistic and so particularly adapted to a hostile audience, more persuasive, more finished perhaps, for certain types of occasion eminently more fitting." It seems to me that the writer's objection to the brief is not that it cannot represent certain types of argument but that it cannot represent such psychological considerations as the order in which the successive steps of an argument may be most effectively presented. But perhaps I do not understand what is meant by argument based on implication.

It is of course true that the brief is unsatisfactory as the chart of an argumentative speech. It exhibits only the logical structure of the speech. The introductory or "approach" idea, the persuasive use of concession, illustration, transitions, partitions and summaries, material designated to enhance the prestige of the speaker, indirect suggestion—these matters are all of great importance in a speech; they are all of psychological rather than logical significance; and they are all ignored completely in the formal brief.

The solution to the problem, it seems to me, lies not in abandoning or modifying the brief, but in supplementing it with another type of speech chart or outline. To introduce psychological factors into the brief would render it ineffective as a device for recording the logic of an argument; and as a statement of the logic of an argument the brief seems to me so useful that it would be a pity to spoil it. In my own classes I have frequently required students to draw a logical brief of the argument to be used in the speech, and then to prepare what we have called an "outline" of the speech. The outline contains the successive steps or points in the argument, arranged so far as possibe in the form of heads and subheads, but in the order in which they are to be presented to the audience. It also contains the "approach" idea, explanatory material, illustrative material, partitions, transitions, and summaries. As some of this material is difficult to arrange in outline form, I often permit the student to include full or synoptic paragraphs in the outline. But this device is not entirely satisfactory. Most of us would agree with the writer that we need a new type of speech outline; but why spoil the brief to make it?

If the application of modern logic to argumentation can do what the writer claims for it, the sooner we hear more of it the better. I hope Mrs. Graham will follow her introductory statement with another article showing concretely how modern logic may be applied to some specific problem in the field of argumentation.

Very truly yours
WM. E. UTTERBACK,
Dartmouth College.

ASSOCIATION NEWS

A MESSAGE FROM THE PRESIDENT

The National Association of Teachers of Speech has completed the first decade of its existence. It is perhaps proper that we pause a moment to take stock of its accomplishments, and to think of the future.

Speech, in its academic aspects, has gone farther in the last ten years than in all its previous history. The ten year period just past has seen university and college departments of Speech double, treble and quadruple, both in number of staff members and in number of students taking Speech subjects. Departments have been organized where none existed before. Academic schools of Speech have adopted new objectives and have imposed new standards for entrance and for graduation. High schools the country over have introduced Speech subjects in their curricula. It has been a period of unprecedented extension of work and of changing standards.

Perhaps the most important thing that has happened in this ten years is the thing that is responsible more than any other for the increased numbers and the sharp rise in academic standards. I refer to the increased emphasis laid on general and productive scholarship during this period. In a large measure, the study of Speech has achieved academic respectability. Ten years ago the degree of Master of Arts was uncommon among speech teachers and the Ph. D. was practically unknown. Today a Master's degree is practically essential to one who wishes a college position and even the high schools are insisting upon it. The Ph. D. is not at all uncommon, and each year sees increasing numbers working for this degree. In at least two institutions, namely Iowa and Wisconsin, it is now possible to take the Ph. D. in Speech, and other universities are considering in a very friendly way the granting of this degree. Everywhere scholastic standards have advanced, and this ad-

vance has earned for speech work the increased respect in which it is now held by students and faculties alike.

It would, of course, be absurd to claim that the NATIONAL ASSOCIATION, solely, has been responsible for this advance. But to those who know the university and college situation best there can be no doubt that the ASSOCIATION has played a very considerable part, if not the most important part, in this forward movement. It has, from the first, fostered the spirit of scholarship and research. It has encouraged the highest possible standards. Those who have given most freely of their time and effort to this ASSOCIATION in the past have been, without exception, men and women whose vision has been broad and whose ideals and standards have been high. It is not possible to measure their influence in bringing us where we are today, but such influence has been most powerful. It is fair to say, I think, that the ASSOCIATION, through its membership, and especially through its leadership and its publication in the past ten years, has done what we used to say was impossible: it has lifted itself by its own bootstraps, and it has lifted along with it some elements in the profession that were, to say the least, a dead weight.

Each annual convention has seen a greater spirit of harmony and coöperation than was in evidence in any previous convention. The personnel of the membership has shown a development that has been the subject of much favorable comment. In a word, it is obvious that the last ten years has witnessed a most gratifying development in the profession of Speech teaching, and that in this development the NATIONAL ASSOCIATION has been the oustanding factor.

As we look forward to a second decade of work, and, more immediately to the work of the present year, which will culminate in our convention in December, where shall we place the emphasis? It seems to me that we cannot do better than to follow up and intensify the work of the last few years. If we have to date achieved academic respectability, we should now go forward to academic excellence. The next five or ten years is going to determine whether Speech, as a separate subjct, will continue to be a recognized academic pursuit in colleges and universities, or whether it will fizzle out and gradually lose caste. I hope it is not heresy to say that Speech teaching as an academic pursuit is still on trial. Whether or not it emerges justified in the sight of educators, will depend on

the developments of the next few years, and these developments will depend on those most intimately concerned with the problems of research and study.

In other words, the future of Speech lies primarily in the universities. If it justifies itself there, there will be no question about its justification in colleges and in high schools. This does not mean that the highly important work of the high schools should be overlooked. It is in the high schools that the contact of Speech work with the student is numerically most important. But the work of the high school field is going forward in a very satisfactory way. It will continue to go forward as more trained speech teachers are available, and as more school administrators coming from universities and colleges recognize the importance of this work. But if well trained teachers do not come from the universities and colleges and if school administrators do not get a profound respect for Speech work during their university and college life, the future of speech teaching in high schools will be dark. This is why the future of Speech will be made or broken primarily in the universities.

It is my hope that the ASSOCIATION this year will lay more stress than ever before on the problems of research and study, and on the preparation of teachers of speech work. With the completion of the Course of Study for High Schools, a big contribution will have been made to that field. Shall we not now turn back again to the departments and schools of Speech in the universities and colleges and lay our stress strongly and in no uncertain way upon the work there to be done?

I would like to call upon the membership to coöperate in every possible way with the Research Committee, which is headed by H. A. Wichelns of Cornell University. Will you not report to Mr. Wichelns every bit of research work that you know is going forward, either through yourself or others, and will you not ask for the help and coöperation of this Research Committee in organizing and stimulating research work in your own institution?

The following new members have been appointed to the Research Committee: A. C. Baird of Bates College, W. P. Sandford of Ohio State, and Mrs. Gladys Murphy Graham of the University of California, Southern Branch. Many will recall with much interest Mrs. Graham's article on "Logic and Argumentation" in the November QUARTERLY JOURNAL. It is hoped that these new mem-

bers of the committee will help to extend the research work in argumentation and debate, and it is my ambition that the spirit of research shall be carried beyond the fields of speech science and abnormal speech, out into the other phases of our work. Certainly there is ample field for research in every phase of speech teaching.

The President will be particularly grateful for any suggestions which any member will be kind enough to make regarding the program for the December convention. That program is of great importance to us all. Will you not favor me with your suggestions and your criticisms?

I hope that this first year of the new decade will bring added professional happiness and prosperity to every member of the ASSOCIATION, and that in the distribution of prosperity the ASSOCIATION itself will not be overlooked. Please coöperate in every possible way. Send the names of possible members to H. L. Ewbank of Albion College, Albion, Michigan, who is the new Treasurer and Business Manager. If we all coöperate with him, the ASSOCIATION will achieve a very desirable place financially, as well as professionally. May I ask for your whole-hearted support of this year's administration?

Very sincerely yours,

RAY K. IMMEL

President.

Los Angeles
February 23

EASTERN CONFERENCE

The Eastern Public Speaking Conference will meet on April 13 and 14 in Graduate Hall, New York University. For programs address G. Rowland Collins, New York University.

NEW BOOKS

Better Everyday English. By H. G. Paul, University of Illinois. Lyons and Carnahan, Chicago, 1924. pp. 279.

Some of these days our contemporaries of the departments of English are going to come suddenly upon the startling fact that speech, English, and language are not synonymous. Until that time, we shall probably continue to be burdened with such books as the one under discussion. Throughout the entire volume of seventeen chapters Dr. Paul has been at least consistent in this confusion. But it should be recognized at the outset that the author is a professor of English, and as such probably knows little enough of the distinctive problems of speech.

For instance, on page 9, he attempts to "clarify our conceptions of what constitutes clean and effective speech." "It demands," he says, "that we shall know at least the elementary facts concerning the growth and development of our rich and expressive English language, that we shall be careful students of present-day speech as a vital, changing part of our national life, that we shall quicken our senses to the manifold wonders of the world about us, and in a wider and finer vocabulary shall provide a habitation and a name for these larger and fuller experiences of life. It furthermore demands that we shall gain a firmer and fairer command of that great unit of communication, the sentence, both through direct, purposeful experiment and practise in our daily thought and speech and through making a part of our mental selves the ideas and words and phrases of those great masters of speech who have added strength and life and luster to the English language." And *this* is to constitute all of clean and effective speech!

Here we have in a nutshell the fundamental viewpoint of the book. It is further carried out in his chapter on "Forming Correct Habits of Speech;" the section devoted to Standards of Speech

is nothing more than a discussion of vocabulary and idiom. The chapter on "Training in Correct Speech Habits" is written with the same misconception. In fact, the entire book is based on the idea that English, speech and language are identical.

The chapter on Slang contains the usual attacks. It is no doubt true that "slang is one of the surest signs of mental poverty or of mental laziness." Again, no one will deny that "many of our slang phrases are the bad checks of intellectual bankrupts." But there is a converse of this statement. If it is mental dwarfishness to use one term for a dozen or more different shades of meaning, what shall we say of the practise of using two or three terms, all having distinct meanings, for the same thing? If the one is reprehensible, the other is no less so. The latter fault Dr. Paul commits.

It is unfortunate that teachers of Speech have to a great degree neglected the common school aspect of their discipline. The teachers of English have done somewhat the same thing, treating speech as English or language, or all three as the same. So long as this is the case, we shall continue to have "oral themes," and "oral composition;" and books like "Better Everyday English" will continue to be written and accepted by people totally unaware of the fact that speech has its individual problems which are separate and distinct from those of English.

From the viewpoint in which it is written, and so far as it goes, the book is probably as good as anything available. Our chief hope is that it will not be advertised as a text on the teaching of Speech. For it is not that; it handles only some of the superficial aspects of the English phase of oral expression, which is a far different thing. Outside of two chapters on Pronunciation the speech phase is merely incidental; it might have been just as well a book on writing.

GILES W. GRAY, *University of Iowa.*

Selected Orations. Compiled by ALBERT MASON HARRIS. Cokesbury Press, Nashville, Tenn., 1924. Pp. 439.

Several terms in common use among teachers of Public Speaking are in need of definition. One of them is "oration." What is an oration? To most of us, perhaps, it is a rather formal speech carefully prepared to fit a given occasion. To Professor Harris,

evidently, it is anything that may be spoken aloud. His "selected orations" range from the Message to Garcia to the Ben Hur Chariot Race, and from Ingersoll's Vision of War to Service's Jean Desprez. His aim has been quite frankly to compile selections that win prizes, or rather selections that *have* won prizes. As to the nature, aim, and standards of the contests in which such selections could be used one can only guess. Certainly they would not be exercises in public discussion. There is, I believe, not one of the hundred selections that is a discussion of a real modern problem. It is almost safe to say that not one is a discussion of any problem. Of those that are excerpts from speeches (approximately two-thirds) practically all are eulogies of men long dead, commemorations of events long past, or sentimental platitudes about the Flag, Uncle Sam, or Patriotism. In the narrative selections (mis-called descriptions) the favorite themes are soldier heroes and horse races. One cannot but question the wisdom of encouraging young men, either in contests or in classes, to speak such tawdry sentimentalities. Young men might be urged to discuss the exigent problems of the present rather than encouraged to sentimentalize over heaven, home, and mother, or the wars and glories of the past. Current problems need thought and action, and sentimentality unfits one for both. One questions also the wisdom of encouraging the style of sophomoric bombast that characterizes most of the selections chosen for this volume. Sophomores of a certain kind are by nature inclined to festoon their speeches with rhetoric, but shouldn't we rather cure them than encourage them? Would not selections characterized more by plain good sense be better for them? One is reminded of Walter H. Page's statement that a chief curse of the South is oratory.

But if "declamation contests" are to survive, and if "declamation" means (it also needs definition) the speaking of anything which has stereotyped emotional appeal, or which emphasizes sound at the expense of meaning, this book will be valuable. Its selections are arranged under four captions: first, New Declamations, among which are many extracts from the speeches of hitherto unadvertised Tennessee orators, suggesting that the book is intended primarily for home consumption; second, Recent Prize Winners, not recent in composition but recent in prize winning, for here are parts of school-boy orations delivered as far back as 1875; third,

Old Favorites, and they are all here—Benedict Arnold, Spartacus, and the rest (one misses only Curfew Shall not Ring Tonight, and the Face on the Bar-room Floor); and last, Descriptive Pieces, none of which is purely descriptive, and nearly all of which are purely narrative.

Since none of the selections is the kind that a student can imagine himself speaking in any real modern situation, since they require rather that he speak in the person of someone else, as Webster, Henry, or Spartacus, and on some such occasion as he will probably never find himself in, I would suggest that a more fitting title for the collection might be "Dramatic Readings."

W. M. PARRISH, *University of Pittsburg.*

Gentlemen of the Jury. By FRANCIS L. WELLMAN. The Macmillan Company. 1924. Pp. 298.

We have here a book written by a lawyer for the general reader. The object, as given in the "Foreword" is to acquaint the average citizen with the importance and dignity of our jury system, "to open their minds to the fallacies of human testimony," that those who are called upon to serve as jurors may better perform that important duty. In the pages that follow this object is most ably fulfilled.

The book first treats briefly of the history of trial by jury. Although nothing new in a historical way is offered the account is accurate, brief and well written. Next it discusses witnesses and evidence, giving suggestions as to how one may determine the integrity of witnesses and sort out the truth where conflicting evidence is presented. Following this the author deals unsparingly with those of his own tribe, lawyers; of the methods they employ to conceal fallacies of argument where evidence is weak and to becloud the issues of fact and to prejudice jurors against damaging evidence. Next he discusses judges—famous and infamous judges in history, the influence of judges over a jury and how that influence is exercised. Finally he says a word about the verdict.

The book is reminiscent throughout, abounding in wit and clever repartee of the court room drawn from both experience and reading of a successful trial lawyer. The thoughtful reader, however, will find much more than mere humor and entertainment. He will find a critical discussion of the weaknesses of expert evidence.

He will find practical illustrations of the power of suggestion—of how leading questions and false suggestions may influence the testimony of witnesses who are under emotional intensity—and these illustrations well mixed with theory of suggestion from Hugo Münsterberg. He will find practical proof of how emotions entirely separate from the argument and issues have influenced decisions of jurors—ridicule and insidious praise of lawyers, a woman's well timed scream, even the clothes worn by defendants and lawyers. In short the reader will find here must practical material bearing upon that old yet ever new subject of persuasion.

If women who perchance read this book are not pleased by the author's opinion of their veracity as witnesses at least teachers as a class may feel complimented at learning that he regards them as highly qualified to serve as jurors.

W. N. BRIGANCE, *Wabash College.*

Costuming A Play. By ELIZABETH B. GRIMBAL and RHEA WELLS. New York. The Century Co. 1925. 135 pages.

When a thoroughly comprehensive, coherent, and scholarly treastise on costume is finally produced it will be somewhat larger than the Century Dictionary and considerably more expensive. It will contain thousands of colored illustrations, uniform in size and style. It will contain almost a complete history of social institutions as influencing the arts and crafts, a thorough exposition of æsthetic philosophy and of the principles of design, and a series of practical text-books on dressmaking and tailoring, on dyeing, stenciling, and embroidery, on color, and on lighting. It will be sold chiefly to professional costumers, modistes, and producers of super-feature photoplays.

"Costuming A Play" does not pretend to be such a book. It is just another one-volume, inexpensive book on costume design for amateurs, with no claim to exhaustiveness and no colored illustrations. But with these limitations it is by all odds the best book of the kind we have had. It is suggestive and constructive, a little more practical, a little more complete, and a little less amateurish than its competitors. The preliminary chapters on costuming, color, dyeing, lighting, and materials are good, though brief. There are twenty-five costume plates, each showing four figures. The drawings are pen-and-ink line sketches, uniform in size and style,

and very clear. Throughout the book there is a strong emphasis on the logical development of all costume from the original elements of loin-cloth, tunic, and cloak, and this is easy to follow in the drawings.

Not the least valuable feature is the list of references for verification and variation given at the end of each special chapter. With the aid of these the designer who has access to a large library should be able to solve almost any costume problem without the usual waste of time in haphazard unguided search.

JOHN DOLMAN JR., *University of Pennsylvania.*

Abraham Lincoln: Master of Words. By DANIEL K. DODGE. D. Appleton, New York. 1924. Pp. 178.

This little volume arouses expectations which are not satisfied by the material presented. As in the case of L. E. Robinson's book, *Abraham Lincoln as a Man of Letters*, the method of treatment is not that implied by the title; it is narrative rather than critical. For instance, a survey of speeches delivered in the Illinois Legislature is given, accounts of various speeches from 1852-1858 are presented, contemporary estimates of the "Gettysburg Address" are printed, and purple patches of some addresses are quoted. Mr. Dodge's treatment of his subject might be illustrated by the summary of his chapter on the "Gettysburg Address":

> To sum up, we are justified in assuming the following facts: that it was very carefully prepared in Washington, and that only slight changes were made in it after the arrival at Gettysburg, that there is no reason to believe that any part of it was written on the train, that the claim that Lincoln wrote the whole address on the back of an envelope at Gettysburg is absolutely false. The theory that the address was wholly extempore deserves no serious attention. The story that Mr. Everett, on the conclusion of the address, grasped the President's hand and expressed his willingness to exchange his hundred pages for Lincoln's twenty lines, undoubtedly owes its origin to the note of congratulations written by Everett the following day.

Such information is worth while in itself, but if it is viewed in the light of the title of the book, one cannot help but recall the words of Hamlet to Polonius. We should like to know *in what way* Lincoln is a master of words. Whether or not he wrote his Gettysburg address on the back of an envelope does not give us this information.

Answers to some of the following questions might be more helpful in an appreciation of Lincoln's mastery of words than much of the biographical material which Mr. Dodge presents:

Did Lincoln use much figurative language, or did he use the speech of common life? Did he write the language *spoken* by the American people, or did he use language learned from books? Was his language poetical, or was it prosaic? Did he use many law terms, or technical or scientific words? Did he introduce any new forms of expression? Why did he prefer "four score and seven" to "eighty-seven"? Did he have any stylistic tendencies? Did Lincoln handle the English language with great freedom? Did he have a knack of literary allusion? Did any changes come over Lincoln's vocabulary in the course of his lifetime? Did he use in his letters words different from those used in his speeches? Did he use puns? What Biblical words was he fond of? What about the persuasive value of his words? To what extent did his audiences influence his choice of words? Are there any words he was careful not to use?

MARVIN G. BAUER, *Iowa State College.*

IN THE PERIODICALS

ARTICLES REVIEWED

GAYLORD, J. S., *The Chief Theories of Speech Training.* The Emerson Quarterly, January, 1925.

While admitting that his classification represents something of an over-simplification of the facts, and also that the theories may be combined or drawn upon eclectically, Professor Gaylord clearly distinguishes four basic theories of speech training. These are listed in their historical order (as they have prevailed or are coming to prevail in pedagogical practice in the United States), with a statement of the essential nature of each, as follows:

1. Elocution. "To learn to speak better means to train the voice and action to do the right things at the right time."

2. Expression. "To learn to speak more effectively means to train the mind to do the right things at the right time and to permit and encourage spontaneous forms of expression."

3. Communication. "To learn to speak more efficiently means to become more skillful in choosing aims and purposes, in adapting the speaking to the audience, and in becoming more and more spontaneous in thinking and in delivery."

4. Self-Revelation. "To speak better means to become a better man."

A clear and valuable study.

GRAY, GILES W., *Straight Talk.* Educational Review, Vol. 69, No. 2. February, 1925.

A plea for a clear distinction between "better speech" in the vague sense of "Better Speech Week" and "corrective speech" as it is being introduced in many schools. "I venture the assertion that emphasis on 'better speech' as I have here described it is em-

phasis upon the more superficial of the two."

"Better speech" or better English means merely superficial conformity to arbitrary demands of good form. "Corrective speech" has to do with emotional maladjustments and defects of personality. The training of the teacher of "corrective speech" must be different from that of the teacher of English. In the school system there is room for both. "Hasten the day when every school system shall have, working in collaboration with the teacher of English, and with every other teacher on the staff, another whose chief interest is the correction of speech defects."

H. H. H.

RUSSELL, BERTRAND, *Freedom or Authority in Education.* The Century, Vol. 109, No. 2. December, 1924.

Those who are acquainted with Bertrand Russell's writings will find little new in this excellent article; those who are not so familiar with his work may accept it as his *credo,* at least in educational matters. The principal conclusion reached in the essay is that freedom of opinion, which we do not have and which is the only kind of freedom requiring no limitations or restrictions, is highly desirable in our schools to-day.

In the course of the discussion a few familiar fire-works are set off. "It can be seriously questioned whether universal education has hitherto done good or harm." "The church would prefer that the laity should not be educated at all," although "this will pass and is passing, as the ecclesiastical authorities perfect the technic of giving instruction without stimulating mental activity." Typical of Mr. Russell's pungent epigrammatic style is, "If the Fundamentalists thought they had a good case against evolution, they would not seek to make the teaching of it illegal." Finally, "Reverence for human personality is the beginning of wisdom in every social question, but above all in education."

If the conclusions arrived at are true—and it is difficult to reject them—it may be asked, How does the teaching of Public Speaking stand, among the various indicted branches of learning? I believe great encouragement is to be derived from the fact that the teaching and practice of discussing pertinent modern topics is growing in our classes to-day. In most other fields, outside of the physical sciences, political, moral, or pedagogical bias is likely to

prevent unrestricted statement of opinion. If our much abused study of rhetoric should prove the entering wedge of educational freedom, it may be absolved of the many sins against scholarship and the truth of which it has so often been accused.

R. H. W.

GASELESS, STEPHEN, *Casuistry*, Edinburgh Review, Vol. 241, No. 491. January, 1925.

An article on casuistry in the church, with historical examples. Not useless to those who interest themselves in the finer applications of logic for their own sake, nor to the teacher of theologians.

HUDSON, HOYT H., *Discussion as an Approach to Public Speaking*, The Emerson Quarterly, January, 1925.

Suggestions for the encouragement and conduct of discussion, both in class and outside; addressed principally to secondary school teachers.

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The author is the greatest British authority upon Aristotle's Rhetoric and upon classical rhetoric in general.

GENERAL EDUCATIONAL PUBLICATIONS

(Edited by GILES WILKESON GRAY, State University of Iowa)

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SHUMBERG, M.: The Role of Kinesthesis in the Perception of Rythm; *American Journal of Psychology, 35*:167, 1924.

STEVENS, MABEL: Why Classwork is of Limited Value in the Treatment of Stutterers; *Pedagogical Seminary, 24*:36.

TRAVIS, LEE EDWARD: Mental Conflict as the Cause of Bad Spelling and Poor Writing; *Psychoanalytical Review, 11*:175, 1924.

TROLAND, L. T.: The Optics of the Nervous System; *American Journal of Physiological Optics, 5*:127, 1924.

WARD, W. M.: Speech Training and its Relation to Health; *Journal of Education, 56*:589, September, 1924.

WELLS, F. L.: The Audibility of Sounds; *Science, 59*:399, 1924.

WORRELL, W. H.: Speaking with Tongues; *Education, 45*:277, January, 1925.

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Laboratory and Research

RESEARCH PAPERS IN PROCESS OR LATELY FINISHED

COMPILED BY THE COMMITTEE ON RESEARCH
H. A. WICHELNS, *Chairman*

THE following items are supplementary to the lists published in the JOURNAL for June and November, 1923, and for February, June, and November, 1924.

SPEECH CORRECTION AND VOICE SCIENCE

Berolzheimer, Howard. An Objective Study of the Temporal and Stress Elements in Speech Rhythms. (A. M. thesis at Northwestern under Associate Professor Simon, unfinished). The purpose of this study is to separate mechanically the temporal and stress elements in some standardized rhythm-patterns in order to discover: (1) Whether varying intensity with a constant time interval will create a rhythm pattern sufficiently marked to arouse a reaction in a subject, (2) Whether varying duration with constant intensity will create a reaction, and (3) Whether both are necessary.

Bryngelson, Bryng. The Articulatory Difficulties of Stutterers and Stammerers. (A. M. thesis at University of Iowa under Professor Sarah T. Barrows and Dr. Lee Travis; unfinished.)

Davis, Mildred. Comparison of the Scores of Certain Types of Speech Defectives with those of Normals in regard to Seashore Musical Talent Tests. (A. M. thesis at University of Iowa under Professor Sarah T. Barrows and Dr. Lee Travis.)

Gray, Giles W. Diagnostic Classification of Minor Speech Disorders among College Freshmen. (Ph. D. thesis at University of Iowa under Professor Sarah T. Barrows and Dr. Lee Travis.)

Leverton, Garrett. An Evaluation of Rush's "Philosophy of the Human Voice" in the light of present-day theories. (A. M. thesis at Northwestern under Associate Professor Simon; unfinished.)

Rubbert, Ruby H. A Group of Projects in Speech Training for High School Pupils. (A. M. thesis at University of Iowa under Professor E. C. Mabie.)

Sharp, Mary Frances. Standards of Speech in the Theatre, including the Development of a Pronunciation Book for a University in the Middle West. (A. M. thesis at University of Iowa, under Professor E. C. Mabie.)

SPEECH COMPOSITION: RHETORIC

Cable, W. Arthur. The Webster-Hayne Debates, a Critical Study in Argumentation. (A. M. thesis at University of Iowa under Professor E. C. Mabie.)

Cook, H. C. The Rhetorical Practice of Booker T. Washington in his Speeches. (Special study at Cornell under Professor A. M. Drummond; unfinished.)

Hannah, Robert. Francis Bacon as a Political Orator: A Study of the Rhetoric of Bacon's Political Speeches. (Ph. D. thesis at Cornell under Professors Lane Cooper and A. M. Drummond; unfinished.)

Hunt, E. L. The Rhetoric of Plato and Aristotle. (Independent study at Cornell.)

Hudon, H. H. Thomas DeQuincey on Rhetoric. (Independent Study at Swarthmore College; finished.)

Pomeroy, Mildred. Wendell Phillips' Use of Imagery. (A. M. thesis at Northwestern under Professor Lardner and Associate Professor Simon; unfinished.)

Stenberg, Theodore. Emerson and Oral Discourse. (Independent study at University of Texas; finished.)

Stone, Lois E. Silent vs. Vocal Presentation of Memory Material for Oral Interpretation. (A. M. thesis at Northwestern under Associate Professor Simon; unfinished.) From Bryan's speech "Immortality" three sections of ninety words each have been chosen; the first will be read silently, the second played on a Victor record, the third read aloud. Immediate and later recall will be tested.

Wichelns, H. A. The Literary Criticism of Oratory. (Independent study at Cornell; unfinished.)

READING AND DRAMATICS

Craig, Jessie E. Relation of the Drama to the Rural Community. (A. M. thesis at Northwestern under Professor Hinckley; unfinished.)

Grubbs, Verna E. The Selection of Plays for Presentation in Secondary Schools. (A. M. thesis at University of Iowa under Professor E. C. Mabie; unfinished.)

Hall, Lawrence. Motivating Forces as Used by Shakespeare in the Characters of Henry IV, Part I. (A. M. thesis at Northwestern under Associate Professor Simon; unfinished.) From the critical situation of the play, an estimate will be formed of the leading characters with special reference to their "vulnerable points."

Hicks, Romola L. Henry Irving's Contribution to the Stage, with special consideration of his American Tours. (A. M. thesis under Professor E. C. Mabie.)

Holcomb, Daniel. The Construction and Equipment of High School Stages and Auditoriums. (A. M. thesis at University of Iowa under Professor E. C. Mabie.)

Holcombe, Ray. The Development of Artificial Methods of Stage Lighting. (A. M. thesis at University of Iowa under Professor E. C. Mabie.)

McGhee, Mildred M. The Acting of Ada Rehan, a Study of Contemporary Opinion. (A. M. thesis at University of Iowa under Professor E. C. Mabie; finished.)

Memler, Flossie. Edwin Forrest, a Study in Acting. (A. M. thesis at University of Iowa under Professor E. C. Mabie.)

Smith, Mrs. Jane L. The Stock Company System in the American Theatre. (A. M. thesis at University of Iowa under Professor E. C. Mabie; unfinished.)

Whittaker, Edith B. A Critical Study of Selected Tests in Oral Interpretation of Literature. (A. M. thesis at University of Iowa under Professor E. C. Mabie; unfinished.)

Worman, Elizabeth. Theatrical Presentation in the Drury Lane Theatre under Sheridan. (Special study at Cornell under Professor A. M. Drummond; unfinished.)

GENERAL

Bowman, Carl. A Study of the Curry System of Training in Expression. (A. M. thesis at Northwestern under Associate Professor Simon; unfinished.) Analysis of Dr. Curry's complete writings for the dual purpose of (a) A summary of his works and (b) An estimate of his contributions to present-day teaching and practice.

Dewey, Martha E. The Teaching of Speech in Colleges, Normal Schools, and Teachers' Colleges. (A. M. thesis at Northwestern under Associate Professor Simon; unfinished.) A study of requirements and opportunities; data designed to show (a) Present conditions, (b) Development in the last five years, (c) Comparison between smaller colleges and normal schools and teachers' colleges.

NEWS AND NOTES

DEPARTMENTS AND ACTIVITIES

Albion College now specifically recognizes Public Speaking as an elective subject that may be presented for college entrance credit. Members of the National Association will be glad to note this as a step in the direction of the goal aimed at by the organization. Surely Albion is not the only college to take action of this kind. Let us hear from the others.

Fordham University has issued a call for contestants in an inter-collegiate contest in extempore speaking. The plan is to have each contestant submit a topic in advance, after which all the topics submitted are to be listed in duplicate and sent to all contestants. But no contestant is to know the subject he is to speak upon until four hours before the contest, at which time the listed topics are to be assigned by lot. Some twenty-five colleges and universities, chiefly in the east, have been invited to compete in the first contest under this plan, to be held on May first, in New York City.

The Pacific Forensic League held its second annual conference at Stanford University on December 3rd and 4th. At the close of the conference, the Stanford representatives entertained the League delegates at a banquet at the Stanford Union. Lee E. Bassett, head of the department of Public Speaking at Stanford was the toastmaster of the evening. Among the speakers were President Wilbur of Stanford, and David Starr Jordan, both of whom congratulated the League upon its labors.

An extempore speaking contest, held the first evening, was the second contest of its kind sponsored by the League, and judging from the general enthusiastic approval both events have evoked, this freer mode of public discussion is destined to take its place on

the Pacific coast along with debate and oratory. The general subject of this year's contest was "The Power of Federal Courts to Overrule Acts of Congress," chosen by Professor Woolbert of Illinois.

The present membership of the League includes the University of Southern California, Leland Stanford University, Oregon State Agricultural College, University of Oregon, Willamette University, Washington State College, and Whitman College. The third annual conference will be held at Washington State College, Pullman, Washington.

Each institution is represented in the League by a student delegate and a faculty delegate; thus both viewpoints are obtained. Incidentally, this meeting of the League offers an opportunity for the faculty representatives, who are usually teachers of Speech, to discuss matters directly connected with their departmental duties. Being also coaches of debate or oratory, they can profit by the discussion of the problems of coaching.

The constitution of the League provides that all officers shall be faculty members of the institutions represented in the League. The present officers are Alan Nichols, of the University of Southern California, president; Maynard Lee Daggy, of Washington State College, vice-president; and Earl W. Wells, of Oregon Agricultural State Agricultural College, secretary-treasurer.

In response to a call signed by twenty-nine prominent scholars in the field of linguistics, a meeting was held on December 28, 1924, in New York City, at the American Museum of Natural History, for the purpose of founding a linguistic society. About seventy-five persons were in attendance in the morning and over fifty in the afternoon, which was felt to be a gratifyingly large number.

The new society was formed under the name "Linguistic Society of America," with the object of advancing the scientific study of language. The officers for 1925 are the following:

President, Hermann Collitz, Johns Hopkins University.
Vice-President, Carl D. Buck, University of Chicago.
Secretary and Treasurer, Roland G. Kent, University of Pennsylvania.
Executive Committee, the preceding, and
Franz Boas, Columbia University.
Oliver Farrar Emerson, Western Reserve University.
Edgar Howard Sturtevant, Yale University.

Committee on Publications, George Melville Bolling, Chairman, Ohio State University.
Aurelio M. Espinosa, Stanfard University.
Edward Sapir, Victoria Museum, Ottawa.

The new society will furnish for the first time a common meeting ground for those interested in the phenomena of language, as distinct from literature, and in languages of diverse types. Immediate publication of a journal or of an annual volume has been ordered, and several plans are under consideration. As the study of phonetics falls within its field there may well be members of the National Association of Teachers of Speech who will desire to become members.

At the annual Schoolmen's Week conference at the University of Pennsylvania the English section will be devoted to problems of Oral English and Public Speaking. Miss Julia L. Swadener, of West Chester High School, will discuss the extra-curricular activities. J. Walter Reeves, of Peddie Institute, will recount the history of the campaign for college entrance credit in Speech subjects, after which the proposed Syllabus or Course of Study for Secondary Schools will be outlined and discussed by A. M. Drummond, of Cornell University. The presiding officer will be Hoyt H. Hudson, of Swarthmore College.

Long distance debating is growing yearly more popular. The Oregon State Agricultural College is this year sending a team on a five weeks' tour to the Atlantic Coast, the schedule including Bates College, Massachusetts Institute of Technology, University of Pennsylvania, Pennsylvania State College, Ohio State University, University of Chicago, and University of Denver.

Teachers of Speech in the State of Texas have formed a new organization to be known as the "Speech Arts Teachers' Association of Texas." It is an offshoot of the state teachers' association. The officers are:

President, Jeston Dickey, San Antonio.
Vice-President, W. Dwight Wentz, Georgetown.
Secretary, Mrs. Harry Fugate, Wasahachie.
Corresponding Secretary, Marjorie E. Will, 309 Army Boulevard, San Antonio.

Treasurer, Rebecca Y. Schofield, Austin.
Reporter Historian, Olivia M. Hobgood, Abilene.

The Michigan Educational Journal for February, 1925, contains an interesting article by Professor F. B. McKay, of the Ypsilanti State Normal, summoning all Speech teachers in the state, from public schools to university, to meet in Ann Arbor, April third, for the purpose of organizing a state Speech Association. At that time the Schoolmasters' Club will be in session, and the Public Speaking section of that body is offering a two-day program as part of the general program. H. L. Ewbank, of Albion College, business manager of THE QUARTERLY JOURNAL, will preside at the meetings, and Miss Anne McGurk, of the Ann Arbor High School, will act as secretary. The programs planned for that occasion are as follows:

THURSDAY, APRIL SECOND.

"Modern Standards of Effectiveness in Student Oratory"—J. B. Nykerk, Hope College.

"Good Student Speaking—What Is It?"—F. B. McKay, Michigan State Normal.

"Books of the Play"—An exhibit of the best books in the field of play production, by the classes in Play Production of the University of Michigan.

"Some Problems in Debate Coaching"—Ruth Gibbs, Romeo High School.

Discussion of formation of state-wide organization of teachers of Speech.

FRIDAY, APRIL THIRD.

Business Meeting.

"Silent vs. Oral Reading"—Lousene G. Rousseau, Western State Normal.

"Speech Correction in the Grand Rapids Public Schools"—Eudora Estabrook, Directing Teacher of Speech Correction.

"The Formation of Certain Speech Sounds"—D. L. Rich, Department of Physics, University of Michigan.

"Demonstration of Staging and Lighting Effects Adapted for Use in High Schools"—R. D. T. Hollister, University of Michigan.

At these meetings, copies of the syllabus on high school courses, prepared by A. M. Drummond of Cornell University, will be distributed, with the hope that it may help toward standardizing the courses now being given in Michigan high schools.

The Michigan High School Debating League is well launched on its eighth year. During that time the membership has grown from less than one hundred high schools to one hundred seventy. All high schools are paired for the first four debates, and survivors

are then selected on the basis of points won during the series. This year, forty schools survived the early contests, and the elimination debates are now well under way. The last two survivors will meet at the University of Michigan early in May, as the guests of the University, and the University Oratorical Association will present bronze cups to both teams. The question for debate this year is the desirability of immediate independence for the Philippines. The Indiana High School League, organized along similar lines, is using the same question. What are other state high school leagues doing? Let us hear.

Senator LaFollette seems to have stirred up a good deal of excitement with his proposal that Congress should have authority to exercise a veto on the Supreme Court. Among the dozens of schools debating that question this year are the eight colleges comprising the Michigan Inter-collegiate Debate League, the Tri-State League, comprising the State Teacher's Colleges at Bloomington, Illinois, Oshkosh, Wisconsin, and Kalamazoo, Michigan, and a majority of the member colleges of the Mid-West Debate Conference. Next in popularity as debate questions, at least through the Middle West, seem to be the questions of Japanese immigration, repeal of prohibition and United States' adherence to the World Court.

The open season for oratorical contests is on, and among the early ones to fall in line, the Michigan Intercollegiate Oratorical Association held its state contest at Kalamazoo College early in February.

We expect to adhere rigidly to the suggestion echoing from the Convention that news of dramatic productions be reserved for one annual survey, which will be found in the November number. But we feel called upon to report the move made by the dramatic organizations of the University of Minnesota recently. The three clubs, the Players Club, the Masquers Club, and Paint and Patches, have combined into one large organization, called The Minnesota Masquers. Less than two years ago the three dramatic clubs at the University of Wisconsin—Red Domino, Twelfth Night, and Edwin Booth—combined into one large organization which calls itself The University of Wisconsin Players. Vague reports of other similar

"mergers" would seem to indicate a more or less general tendency in that direction. Let us hear about them.

Experiments in debate continue to multiply. Debaters of Haverford College are arranging to meet a team from Union College, Schenectady, New York, over the radio, each team to do its speaking in its local broadcasting studio. Judges presumably will simply "listen in" at their own firesides.

Swarthmore College and Western Reserve University are planning a "split team" open forum debate on the Supreme Court question, to be held under the auspices of the Y. M. C. A. at Harrisburg, Pennsylvania. A before and after vote of the audience will be taken.

NORMAL SCHOOL NOTES

Among the items received by Miss Cora Everett of the West Chester, Pa., State Normal School, in response to her request for Normal School notes, were the following:

The State Normal School of Slippery Rock, Pennsylvania, believes, and justly, that one of the most important functions of the Normal School is to prepare students to teach. In line with this aim, the Speech Department there, under the direction of Mrs. Arthur Vincent, offers a course in Auditorium Activities, which includes the preparation of programs for special holidays and literary societies, dramatizations for children, and play production and public speaking for high schools.

In the belief that all Americans—particularly teachers of young Americans—should speak standard English in a pleasing tone, the State Teachers' College at Denton, Texas, has as its fundamental course, pre-requisite to all other courses in the department, a course designated as "The Speaking Voice." Here the aim is not only to establish good voice quality, but to correct the dialectal sounds in students' speech. The latter work is accomplished by using the symbols of the International Phonetic Association. The department at Denton is in charge of Miss Ruby C. Walker.

A message from Kirksville, Missouri, Teachers' College, says that a Department of Dramatics and Public Speaking has been added to the curriculum. The instructors in the new department are

C. M. Wise, Mrs. W. E. R. Burk, and Cliff Cornwell. Besides regular collegiate work, the activities of these instructors include classes at the Ophelia Parrish Demonstration Junior High School, field extension work and correspondence work.

The State Normal School at West Chester, Pennsylvania, places much emphasis on dramatization for children. Beginning with an original play, "Dr. Doolittle Gives a Party," worked out by the Seniors and put on with children, dramatizations have been prepared for holidays and special occasions. The original play was given for Children's Book Week.

The Western Normal Players, of Kalamazoo, Michigan, have been having an interesting year in other fields besides producing plays. The Players have had for three years a quaint Playhouse, made over from an old mill. Early this fall the big half of the building was condemned, depriving the students of their entire audience space. Nothing daunted, they cut the back out of the stage, moved all the lighting around the other way, boarded up the original stage opening, and transformed the workroom in back of the stage into a Little Theatre, much smaller, but more intimate and more attractive than the original Playhouse. At the present time the Players are interested in encouraging the writing of plays, and they have offered a prize of fifty dollars to the person submitting the best play by May first. This play is to be produced by the organization in June. Competition is open to any one in the state.

PERSONALS

Among the additional instructors engaged for the summer session at the University of Wisconsin are Windsor P. Daggett, of New York City; Miss Pauline Camp, of the Wisconsin Department of Public Instruction; Harry Caplan, of Cornell University; and Mrs. Mabel Lacey, of the Madison Public Schools.

Miss Anna Lindbloom, formerly of the Montana State College at Bozeman, is now teaching in the Department of Speech and directing women's debating at the Western State Normal, Kalamazoo, Michigan.

Miss Carol McMillan has resigned her position at Wellesley College to teach at the University of Wisconsin.

Miss Laura Shaw has left Tokyo, Japan, where she has been spending her sabbatical year, and will travel around the world be-

fore returning to her work at Kalamazoo.

H. L. Ewbank, of Albion College, is planning to spend the summer at the University of Michigan, so that he can keep in touch with the business offices of THE QUARTERLY JOURNAL OF SPEECH EDUCATION.

L. R. Norvelle, formerly of the University of Iowa, is now teaching at the State University of Montana, at Missoula.

Dwight Watkins, of the University of California, will join the faculty of the University of Michigan for the coming term. R. D. T. Hollister, of the University of Michigan, will take his place at California.

W. N. Brigance, of Wabash College, will again teach in the summer session of the University of Nebraska.

DIT, DIT, DIT! DAH, DAH, DAH! DIT, DIT, DIT!

Once more we are forced to appeal to the readers of the QUARTERLY for help! This department cannot be run without news, and we are not mind-readers, though we often wish we were. We are anxious to comply with the desire of the members for more personals, but we solemnly protest that it cannot be done unless members furnish the information. Are you changing your present position? Are you doing special work anywhere this summer? Are you offering new courses in your college or university? Is your department doing any unusual or interesting work? Are you trying any new system in debating? In dramatics? PLEASE send all such items directly to Miss Lousene Rousseau, Western State Normal, Kalamazoo, Michigan. DO IT NOW!